OXFORD

TEACHER'S BOOK

# Shine On!

## 3

Marie Delaney

Freia Layfield

Shine On! 3 Teacher's Book

Marie Delaney Freia Layfield

OXFORD

# Shine On! 3

## Teacher's Book 3

Dear Teacher,

Thank you for choosing *Shine On!* Lucy, Jack, Megabyte and I are happy to welcome you to our wonderful world. We're going to have so much fun learning English together. We give you everything you'll need to make your English class a fun and interesting place to be.

Together, we're going to sing songs, read stories, watch videos, do crafts, and even act and dance! It'll be fun for all your students and for you too.

Everyone can join in and have the chance to shine!

Let's get started!

From,

Uncle Alex

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# Scope and sequence

| Unit | Vocabulary | Grammar | CLIL | Value |
|---|---|---|---|---|
| Starter Unit<br>Welcome Back! | computer game, model, yo-yo, top , numbers 1 to 10;<br>Hello, I'm... | I can… / I can't…<br>Do you like (models)?<br>Yes, I do.<br>No, I don't. | – | – |
| 1<br>My Bedroom | clock, door, lamp, closet, bookshelf, window, nightstand, rug, poster, toy chest, on, in, under, next to, to the left of, to the right of, in front of, behind;<br>See you later!<br>Have a nice day! | Where's the (clock)?<br>It's (on) the (bookshelf). | Geography | We put away our things. |
| 2<br>Wild Animals | mouse, owl, tortoise, lizard, otter, alligator, ant, bee, butterfly, spider, chameleon, octopus, stick bug, crab;<br>What is it?<br>I'm not sure. | What is it?<br>It's a (tortoise).<br>It's an (alligator). | Science | We play nicely. |
| Culture 1<br>Sleepovers | friend, games, snacks, pillow fight | | | |
| 3<br>Nature | tree, flower, rock, leaf, lake, river, caterpillar, ladybug, snail, beetle, ocean, hill, mountain, valley;<br>Can you help me?<br>Yes, of course. | Is it a (leaf)?<br>Yes, it is.<br>No, it isn't. | Geography | We work together. |

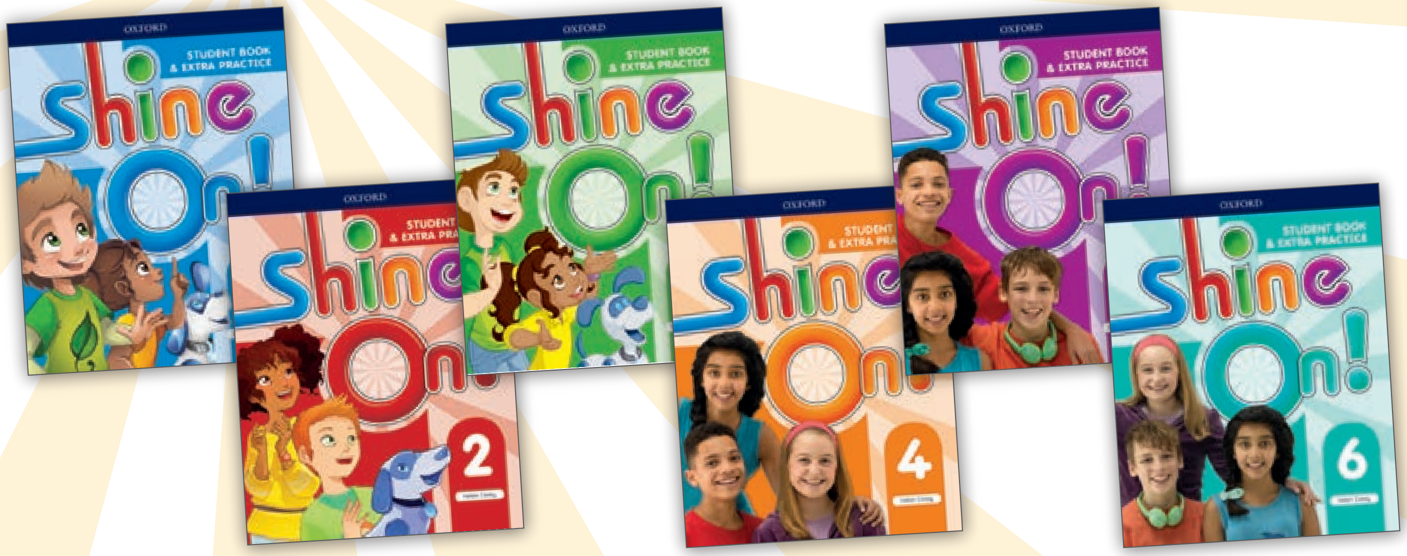
| Unit | Vocabulary | Grammar | CLIL | Value |
|---|---|---|---|---|
| 4<br>Fabulous Food | apple, orange, banana, peach, pear, pineapple, hamburger, sandwich, pizza, milkshake, juice, smoothie, soda, sugar;<br>Can I have two milkshakes, please?<br>Yes, of course.<br>Here you go.<br>Thank you. | Can I have (two apples), please?<br>Here you go. | Science | We are patient. |
| Culture 2<br>Camping | tent, fire, flashlight, stove | | | |
| 5<br>Is He a Chef? | teacher, doctor, chef, pilot, firefighter, bus driver, singer, soccer player, astronaut, vet, farmer, nurse, baker, soldier;<br>I want to be a (doctor). | He's a (teacher).<br>She's a (pilot).<br>Is he/she a (doctor)?<br>Yes, he/she is.<br>No, he/she isn't. | History | We pay attention. |
| 6<br>My Town | supermarket, library, cafe, swimming pool, toy store, school, restaurant, bakery, playground, bookstore, north, south, east, west;<br>I'm hungry.<br>How about you?<br>Me, too! | What can you see?<br>I can see a (school).<br>Can you see a (toy store)?<br>Yes, I can.<br>No, I can't. | Geography | We listen carefully. |
| Culture 3<br>A Trip to New York | statue, museum, building, park | | | |

| Unit | Vocabulary | Grammar | CLIL | Value |
|---|---|---|---|---|
| 7<br>Big or Small? | big, small, tall, short, young, old, clean, dirty, heavy, light, centimeter, millimeter;<br>Come on!<br>Wait for me! | This (clown) is (tall).<br>That (dog) is (small). | Math | We respect other people. |
| 8<br>Our Faces | long hair, short hair, curly hair, straight hair, dark hair, light hair, freckles, glasses, braces, (brown, blue, green) eyes, drawing, painting, photograph, mosaic:<br>You look great!<br>Thank you! | I have (dark hair).<br>He/she has (short hair).<br>He/she doesn't have (curly hair). | Art | We help each other. |
| Culture 4<br>Madame Tussauds | sculpture, tourists, famous, photo | | | |
| St. Patrick's Day | Ireland, parade, green costumes, shamrock | | | |
| Thanksgiving | turkey, sweet potatoes, corn, pumpkin pie | | | |

For more information about planning your classes, go to the *Shine On!* Teacher's website:

www.oup.com/elt/teacher/shineon

# About *Shine On!*



Welcome to ***Shine On!*** – a great new six-level course for elementary students in grades 1–6.

This bright, attractive course will make all your students look forward to their English class! With lots of funny stories, catchy songs, bright, colorful artwork, and interesting activities, ***Shine On!*** makes English class lots of fun!

The course has a clear and simple unit structure and lots of support, making it easy for you to teach from. Students have a bright, full-color *Student Book*, which contains everything they learn in class as well as *Extra Practice* pages—making it easy and fun for them to learn from!

Each unit gives students key building blocks of vocabulary and grammar, clearly presented and practiced through a variety of fun activities, including a unit story.

Students will love to watch the animated versions of the stories (levels 1–3) and songs. The animations are an enjoyable way for them to engage with English without even realizing it! They will make English lessons fun and entertaining.

Alongside lively stories and songs, ***Shine On!*** provides fascinating culture and holiday lessons and clear, positive values tasks. Regular *CLIL* lessons in each unit bring other subjects into the English classroom, so English lessons are always varied and interesting.

## Flexibility

Each level of ***Shine On!*** is designed to be completed in one school year for teachers teaching between 1–3 lessons of English a week.

In addition to the *Student Book*, ***Shine On!*** provides a flexible package of teaching materials to make the course thoroughly adaptable to your classroom and your needs.

*Student Book* lessons can be supplemented in homework time, or additional classroom sessions with *worksheets*, creative craft projects, and varied practice exercises to suit different groups and learners.

The teacher's notes provide ideas for extending or shortening activities, and lots of great suggestions for lively activities and games to make the lessons as flexible and fun as possible. The *Teacher's Resource Pack* has flashcards and posters to use in class and for playing games.

In addition to the *Teacher's Resource Pack*, the course is supported with extensive digital resources, such as practice activities on the student's website, plus animated stories (levels 1–3), songs, and games to keep the students' motivation high.

## Mixed ability and SEN

***Shine On!*** is an inclusive course that recognizes that no two classes or students are the same, and that every student should have a chance to shine.

Notes in the *Teacher's Books* provide lots of helpful suggestions for mixed ability classes.

Extra *worksheets* at three different levels mean that every student can be given extra practice at a level that allows him or her to progress and learn confidently at his or her own pace.

The tests are supplied at two levels to make sure all students can be assessed and achieve at an appropriate level.

## Culture

Learning about the culture of another country is an important part of modern language learning. Culture topics can be fun and quirky, helping students to realize that variety and difference are a key part of international citizenship. They can also show the everyday life of children in the USA, helping students to see that we are not that different after all!

***Shine On!*** has bright, lively culture lessons with lots of photos and activities after every two units in the *Student Book*, and each level features two fun holiday lessons for use at different times of the year.

## Values

Values are an important part of ***Shine On!*** Values help students to work together and interact in a positive way in the classroom. By paying attention to their values lessons, students learn important social skills that are useful in the English classroom and beyond.

Values link to the themes and ideas of the Citizenship curriculum and help students to see how they can contribute in all aspects of their school life.

In levels 1–3, they appear in different places in the unit, always linked to the classroom activities that students are doing. They are clear and demonstrable, allowing students to think about and adapt their behavior, and see a positive result. Students are rewarded with attractive, colorful stickers, which they can stick in their books to show their achievement.

In levels 4–6, values are broadened to help students see themselves as a positive part of the wider community. The values activities encourage them to take responsibility for their actions and think about how their behavior may affect the world around them.

The teacher's notes help teachers to establish a positive values routine and make the most of this important part of students' learning and development.

## 21st Century Skills

***Shine On!*** has 21st Century Skills integrated at all levels, so students will cover all of the skills appropriate at elementary level. 21st Century Skills are present in a variety of activity types throughout the course. Students are encouraged to think critically and to problem-solve with puzzle-style activity types. Creativity and communication are at the heart of the craft activities provided in every unit.

## CLIL

***Shine On!*** has a fully supported *CLIL* syllabus running throughout the course, bringing topics from other subject areas into the English classroom.

There is a fascinating *CLIL* lesson in every unit with full procedural notes in the *Teacher's Book* offering support and extra activities to get the most out of this rich, diverse material.

*CLIL worksheets* on the teacher's website provide interactive follow-up activities to the *CLIL* lesson in the *Student Book*, to make sure students understand the topic and can practice talking about it in English with their friends.

## Stories

The course is presented by a group of fun, friendly characters who accompany your students through their lessons.

There is a lively cartoon story in every unit, featuring a funny new adventure for the course characters.

The stories are an important motivational part of the course. They're bright and lively and give students a chance to practice English with confidence while having lots of fun.

Students can listen to the stories while they read with the fun sound effects that bring the stories to life on the *Class Audio CDs*. There are also dynamic animated versions of the stories for levels 1–3. These can be used for review, for consolidation, or simply for entertainment in class or at home!

Students will enjoy acting out the stories and bringing them to life themselves in the classroom.

## Songs

Each unit has a catchy new song for students to sing and enjoy. The songs are modern and lively and will appeal to 21st century students whose taste in music is increasingly sophisticated.

There are colorful animated versions of the songs, too. These animations bring the songs to life and encourage the students to sing along. All the songs have fun actions to get them up and moving and excited about learning English.

Songs are a great way of reinforcing language, and students will love to sing them and do the actions. They will be developing their confidence and fluency while having lots of fun.

The actions are illustrated for your reference in the back of the *Teacher's Book* and there are ideas for using the songs in the classroom in the teacher's notes.

## Supported writing

Writing in ***Shine On!*** is fully supported and always practiced through fun and engaging activities. Students are introduced to independent writing gradually throughout the course, building up from letter and word level in the lower levels to supported text production by the end of level 6.

As the levels progress, students are encouraged to write more, but always in a fun, motivating context with plenty of support.

Levels 4–6 provide students with the opportunity to write a variety of text types, giving them plenty of chances to express their ideas. Developing writing in this way forms a good foundation for more challenging material that they will encounter in high school.

## Evaluation

With fun artwork and clear mixed-ability support, ***Shine On!*** tests are another positive, motivating part of students' learning. The tests are provided at two levels for use in mixed-ability classes. Students can feel good about testing because the tests at two levels allow every student to take a test that is suitable to their own learning stage.

***Shine On!*** tests allow you to evaluate the students' overall progress, but also help them to see how much they have learned. The tests follow the ***Shine On!*** controlled reading and writing progression, so that students are always being tested at the appropriate level, and the level of challenge progresses appropriately through the year.

All the unit and end-of-year tests are also supplied at two levels. The yellow tests are for students who are achieving at the expected level for their age and class. The blue tests have been pitched at a slightly lower level for students who are not yet at the required level. The *Teacher's Resource CD-ROM* contains full answer keys as well and notes and guidance for administering the tests.

## Levels 1 to 3 context and characters

Lucy and Jack are friends and neighbours who are accompanied on their adventures by Megabyte, Lucy's pet robotic dog. Megabyte was invented and created by Lucy's Uncle Alex, who is a very clever scientist. At the beginning of level 1 we see Lucy and Jack meet for the first time and then they meet Megabyte. In each unit story in levels 1–3, the children have a fresh adventure, meet new friends and learn something new. In levels 2 and 3 they make new friends who have moved into their neighbourhood called Ellie and Sam

Megabyte guides Lucy, Jack, and the children using ***Shine On!*** in their learning. He presents new vocabulary and is the main protagonist in the unit stories, where he is often involved in comic mishaps. Each unit has a different theme, which is explored in the story and consolidated in the real world context of the CLIL lesson.

Lucy, Jack, and their friends are a diverse and creative group who reflect the diverse interests and skills of real children, so there is something for every child to relate to and join in with.

## Listening and speaking

Every level of ***Shine On!*** is fully supported with audio material on *Class Audio CDs* and in the Oxford CPT (Classroom Presentation Tool) package. Listening is a key part of the course for language presentation and for students' confidence with the spoken language.

The creative craft projects allow an opportunity for speaking practice in a fun, communicative context. Bright, attractive craft projects can be used as classroom displays, or kept as part of a portfolio of children's achievements.

## Reading and writing

Reading and writing expectations build up gradually throughout the course, allowing students to advance at a pace that matches their abilities and confidence.

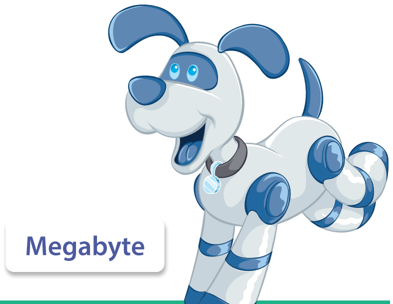
As the course progresses, students will be exposed to a range of exciting text types and stories suitable to their age and interests. Independent reading increases gradually throughout the levels and is always supported by vocabulary preparation, audio support and bright, colourful artwork, and photographs.

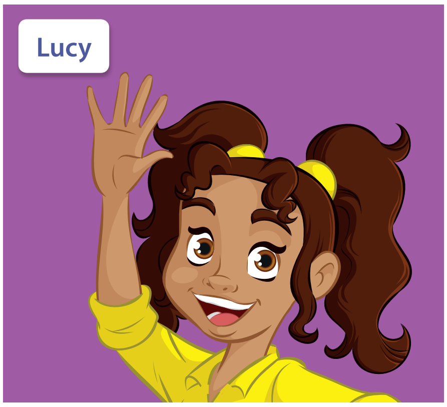
The unit stories are fun cartoon stories with friendly, familiar characters whose adventures students will follow throughout the year.

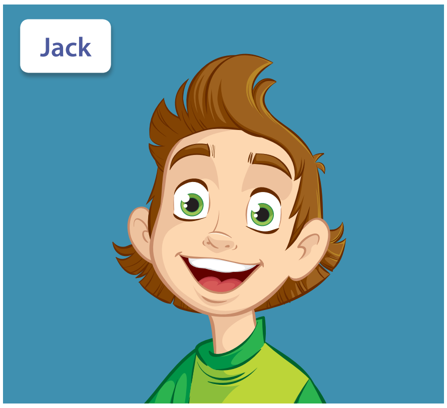
The CLIL lessons allow for a more factual style of reading text, bringing other interesting areas of the curriculum into the English classroom, and allow students to draw on their existing knowledge.

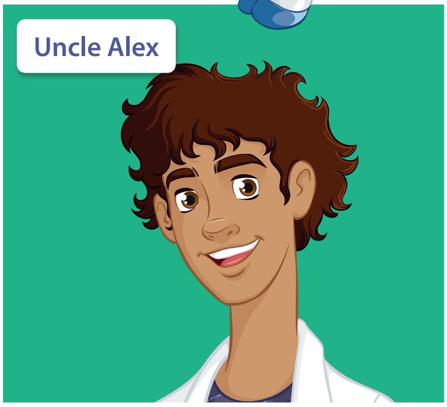
In levels 4–6 the flexible and motivating context of the story setting allows for a wide variety of interesting text types to be explored and enjoyed.

Students also start to build towards more independent writing, as a foundation for tasks they will encounter in secondary school. Development is still carefully staged and controlled however, so that students will feel supported and confident, as well as challenged to improve.

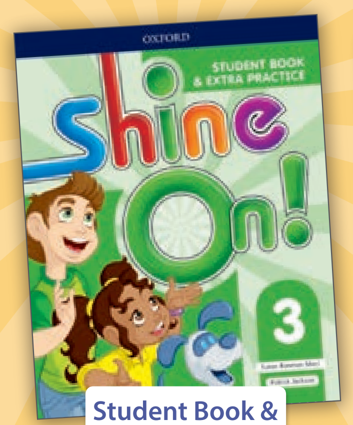








# Component overview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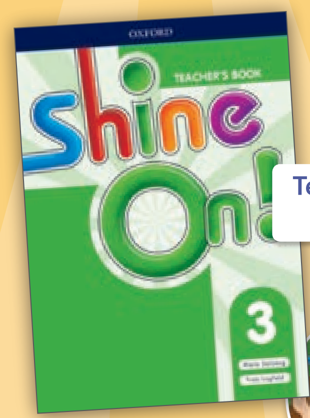
Shine On!
3

Student Book & Extra Practice

My Bedroom
St. Patrick's Day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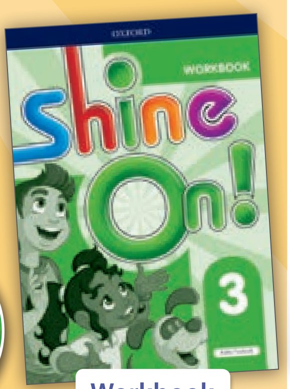
Teacher's Book

Shine On!
3
CLASS AUDIO CD1

Class Audio CDs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WORKBOOK
Shine On!
3

Workbook

Teacher's Resource Pack

Megabyte Puppet

Flashcards

The Alphabet
Colors

Posters

## Student Book & Extra Practice

- A Starter Unit with the first episode of the cartoon story, introducing the level characters and bringing students into their world.
- Eight themed units to present and practice the core syllabus, including stories, songs and cross-curricular content.
- Two *Extra Practice* pages to extend the main unit content.
- Four *Culture* topics
- Two *Holidays* lessons with songs and a craft
- Classroom language reference
- Picture Dictionary

## Workbook

- 64 pages of fun practice material
- Consolidation of your students' grammatical understanding
- Constant recycling of vocabulary throughout
- Regular review sections
- *Holidays* and *Culture* pages

## Teacher's Book

- Introduction with overview of the course and methodology
- Tour of a unit
- *How to …* section with support notes for managing the English class
- *SEN* section with practical tips and ideas for creating an inclusive classroom
- Tips for using *Graded Readers*
- Ideas Bank with suggestions for flashcard games and optional activities
- Carefully staged procedural notes with additional activities and mixed ability notes
- Audio transcripts
- Reproduced *Student Book* pages with full answer keys
- Illustrated actions for the ***Shine On!*** song
- Wordlist
- Photocopiable self-evaluation tables for each unit

## Class Audio CDs

- Recordings for all listening activities, stories, songs and tests
- Audio support for all new language

## Teacher's Resource Pack

### Megabyte Puppet

### Flashcards

- Flashcard for each new vocabulary item

### Storycards – Level 1 only

- Each story is presented on a series of storycards.
- Each card contains questions for the teacher to engage students with the story artwork.
- Full audio script on reverse

### Posters

*The Alphabet, Numbers, Colors, My body*

## Digital Resources

### *Shine On!* Student Website

www.oup.com/elt/ShineOn

- ***Shine On!*** Online Play games for practicing the language learned in class
- Class Audio files
- Interactive Picture Dictionary
- Song animations
- Story animations (levels 1-3)
- Downloadable activities to do at home
- Section for parents

### Oxford Classroom Presentation Tool (CPT)

Presentation and practice material for interactive whiteboards and projectors. Including:

- Song animations
- Story animations
- Class audio

### Teacher's Resource CD-ROM

- Tests at two levels for each unit with teacher's notes, answer keys, and audio
- *Worksheets for Student Book* lessons
  - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement*, *Practice* and *Extension*
  - *Story worksheets*
  - *CLIL worksheets* to follow up cross-curricular lessons.
  - *Craft worksheets* for Student Book craft projects

### *Shine On!* Teacher's Website

www.oup.com/elt/teacher/ShineOn

- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos

## *Shine On!* Levels 4–6

- *Student Book & Extra Practice*
  - Eight units
  - Four *Culture* lessons
  - Two *Holidays* lessons
  - Two *Extra Practice* pages per unit
  - Wordlist
  - A grammar reference
  - Classroom language reference
  - *Our Values* page
  - Mystery code page
- *Teacher's Resource Pack*
  - Flashcards
  - Nine Posters: one map of the English speaking countries and eight *CLIL* Posters
- Teacher's Book with Class Audio
- Classroom Presentation Tool (CPT) with song animations
- Student website
- Teacher's website

### Digital Resources

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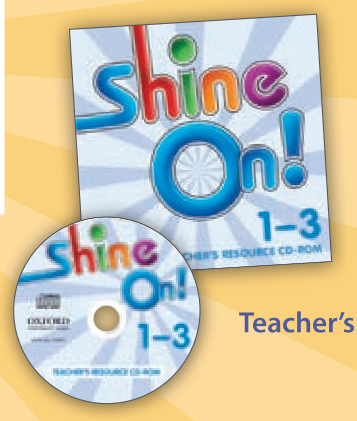
Oxford Classroom Presentation Tool (CPT)



Teacher's Resource CD-ROM

OXFORD
Shine On!
STORIES
DICTIONARY
SONGS
POSTCARDS
GAMES
CLASS AUDIO
MAKE IT!

Student Website

# Tour of a unit

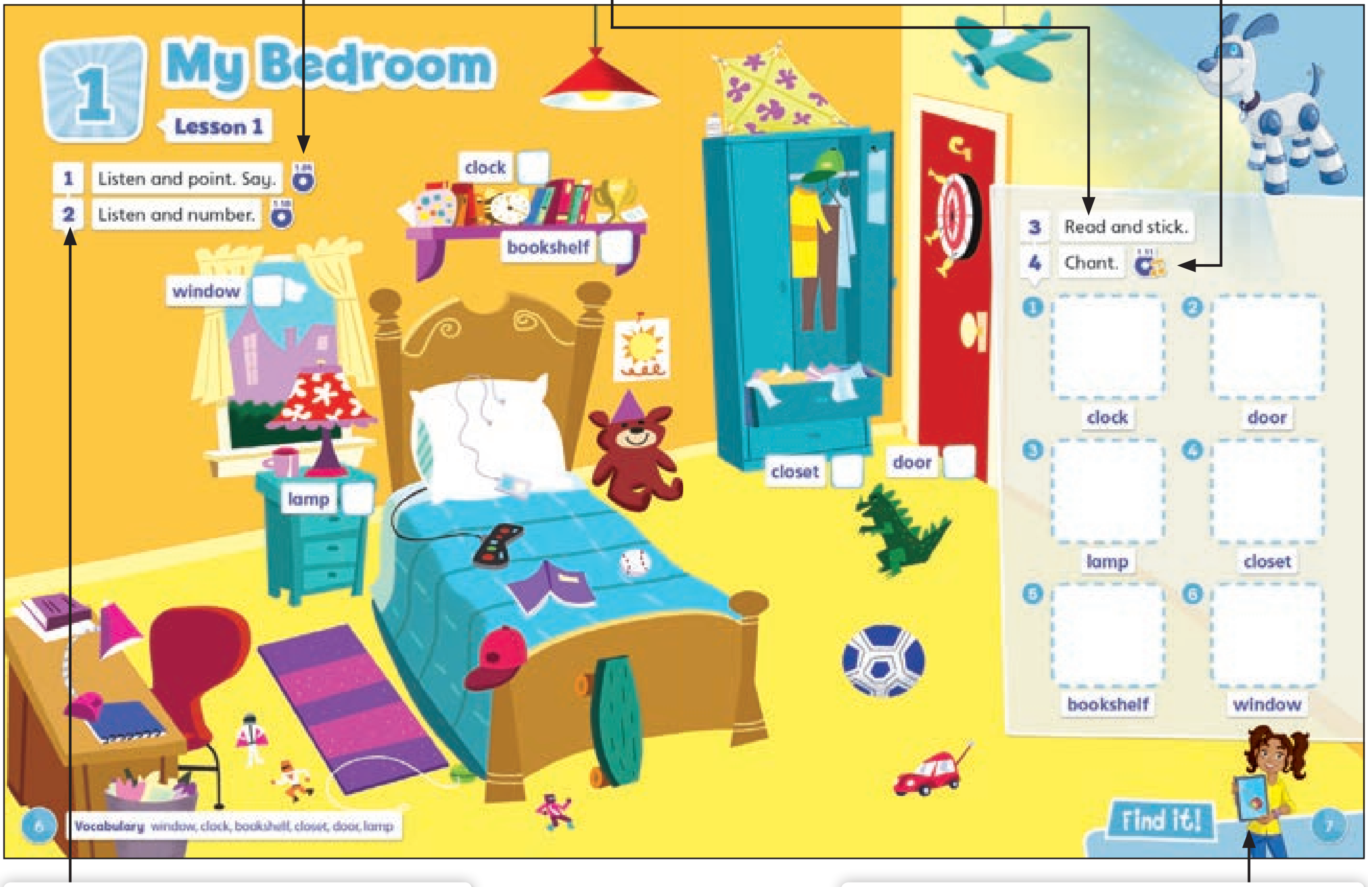
## Lesson 1

Each unit opens with a bright, colorful artwork that presents the main vocabulary set and sets up the unit theme. New vocabulary is shown in the dynamic context of an artwork scene that has been projected from Megabyte's collar (Units 1 to 8). The style of artwork changes in each unit, to keep each unit opener fresh and engaging, and grab students' attention.

*Six new words. New vocabulary presentation with clear audio support.*

*Sticker activity for students to engage with the new vocabulary.*

*A chant gets students to practice the new vocabulary in a fun and lively way.*



1 Listen and point. Say.

2 Listen and number.

3 Read and stick.

4 Chant.

1
My Bedroom
Lesson 1
1.05
1.06
clock
bookshelf
window
lamp
closet
door
1.07
1 clock
2 door
3 lamp
4 closet
5 bookshelf
6 window
6
Vocabulary window, clock, bookshelf, closet, door, lamp
Find it!
7

*Students listen and find the items in the artwork scene.*

*In each unit, Lucy or Jack show an item of vocabulary from a previous unit that the students have to find in the main illustration.*

## Student Book

- *Lesson 1* presents the first vocabulary set. *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson using the Megabyte puppet, featuring flashcard presentation and practice games.
- Language presentation is thoroughly supported with audio on the *CPT* or on the *Class Audio CDs*.
- Different learning styles are catered for through a variety of activity types.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners including mixed ability and *SEN*.

### Extra

- Vocabulary worksheets for additional practice of the new vocabulary are available at three levels of difficulty.

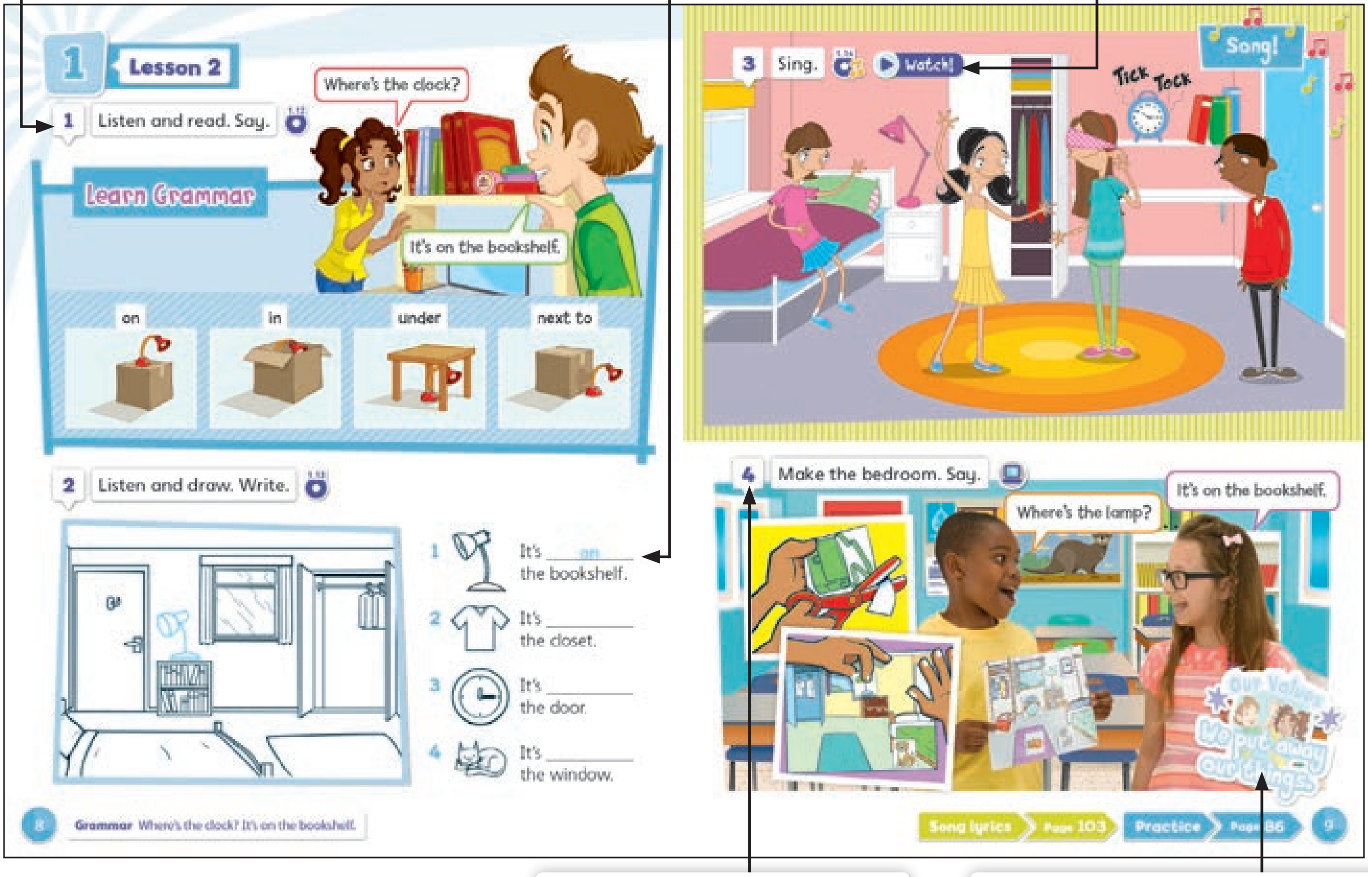
## Lesson 2

The characters Jack and Lucy present the grammar structure for the unit and students are able to practice the new structure in the context of a song. There is a personalization activity so students have the chance to express the new vocabulary for themselves.

*Jack and Lucy present the new grammar with audio support.*

*A practice activity with attractive illustrations.*

*Each unit has a catchy unit song in a modern pop music style. Students will enjoy singing along, while building confidence and fluency. Fun animations are also available.*



1 Lesson 2

1 Listen and read. Say.

Learn Grammar

Where's the clock?

It's on the bookshelf.

on

in

under

next to

2 Listen and draw. Write.

1 It's on the bookshelf.

2 It's ______ the closet.

3 It's ______ the door.

4 It's ______ the window.

8 Grammar Where's the clock? It's on the bookshelf.

Song!

3 Sing. Watch!

4 Make the bedroom. Say.

Where's the lamp?

It's on the bookshelf.

Our Values We put away our things.

Song lyrics Page 103 Practice Page 86 9

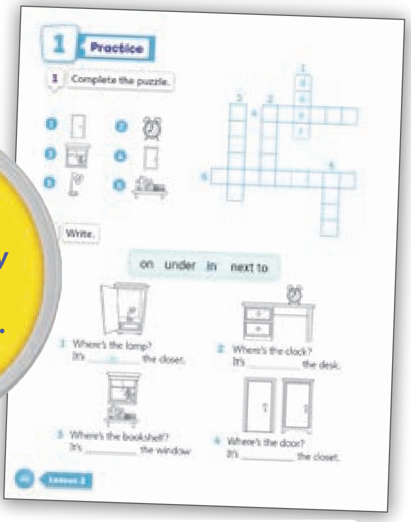
## Student Book

- The new grammar structure presentation is supported with audio either on the *CPT* or *Class Audio CDs*.
- The new grammar structure is practiced with review vocabulary from *Lesson 1*. Regular recycling of known language consolidates students' learning and boosts their confidence.
- The unit songs feature the grammar and vocabulary and consolidate the new language. The *Teacher's Book* has suggestions for song actions.
- The songs are also a great way to end lessons throughout the course.
- See the *How to …* section on page 26 for lots of ideas about using songs in the classroom.
- Students learn the grammar in the familiar setting of Jack and Lucy's world but always have opportunities to personalize and link it to their own experience in the craft activity. The craft templates are available on the *Teacher's Resource CD-ROM*.
- See the *How to …* section on page 26 for ideas about how to manage craft activities.

*A craft activity allows students to express themselves creatively while thinking about the new language learned.*

*The Our Values sticker activity encourages students to engage with the value in order to earn the sticker.*

**Follow-up practice activity in the Extra Practice section.**



1 Practice

1 Complete the puzzle.

Write.

on under in next to

1 Where's the lamp? It's in the closet.

2 Where's the clock? It's ______ the desk.

3 Where's the bookshelf? It's ______ the window.

4 Where's the door? It's ______ the closet.

Lesson 2

**Lesson 2 Extra Practice**

### Extra

- *Extra Practice* page provides controlled practice of the vocabulary and grammar inputs for each unit.
- Songs animations are on the *CPT* and also on the Student's website.

## Lesson 3

Students read and listen to the story, which features the new vocabulary for the lesson.

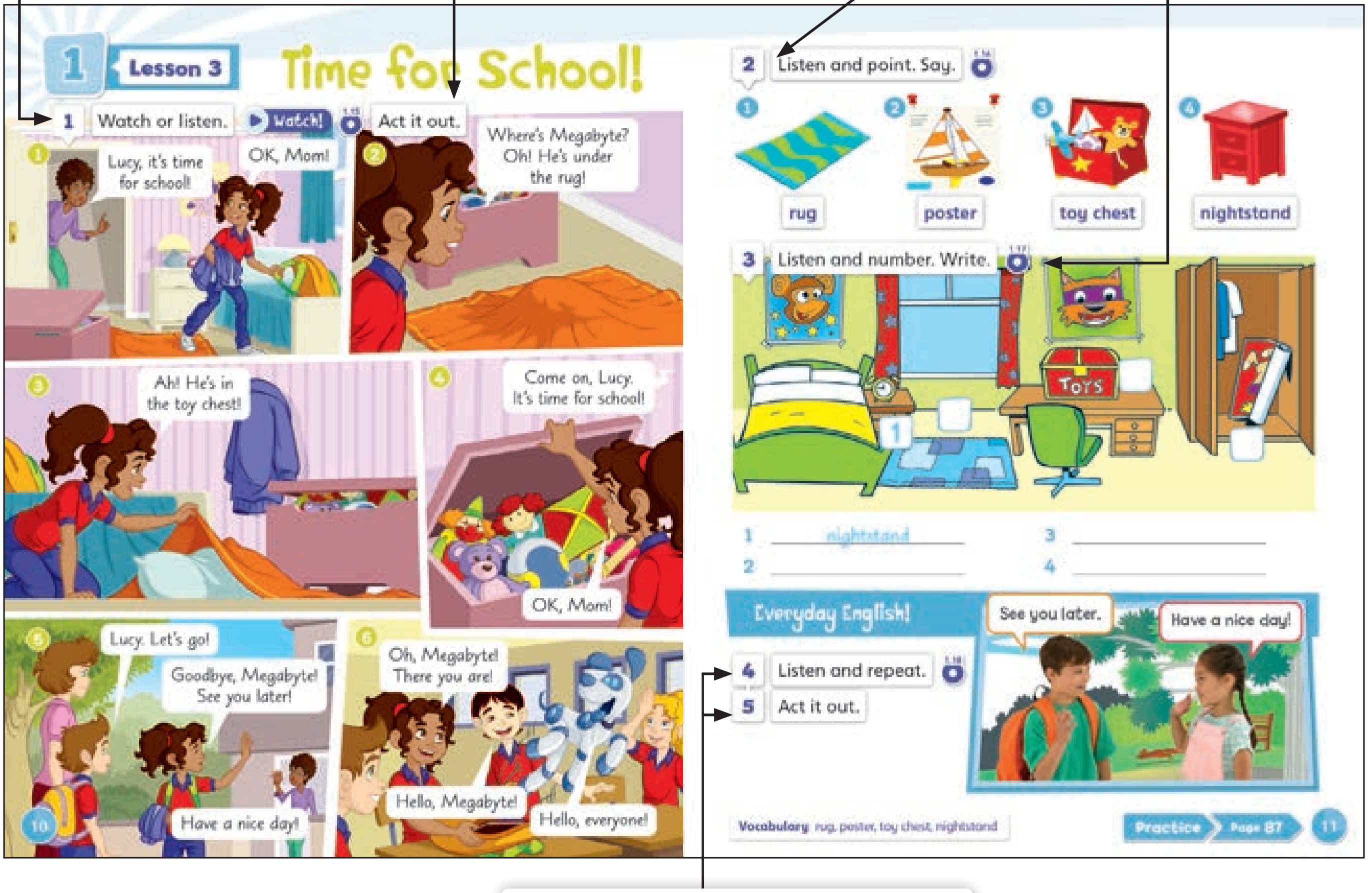
The story features Jack, Lucy, and Megabyte who have adventures and mishaps at home and in their community. The story is supported by fun audio recordings with sound effects, and lively acting.

*The new vocabulary is clearly presented with illustrations and audio. The students can look back at the story and use the context to support their understanding.*

*A fun, interactive activity allows students to practice the new vocabulary through a puzzle activity.*

*Students watch the story animation or listen to the recording.*

*Students bring the story to life by acting it out!*



1 Lesson 3 Time for School!

1 Watch or listen. Watch! 1.15 Act it out.

Lucy, it's time for school!
OK, Mom!
Where's Megabyte? Oh! He's under the rug!
Ah! He's in the toy chest!
Come on, Lucy. It's time for school!
OK, Mom!
Lucy. Let's go!
Goodbye, Megabyte! See you later!
Have a nice day!
Oh, Megabyte! There you are!
Hello, Megabyte!
Hello, everyone!
10

2 Listen and point. Say. 1.16

1 rug
2 poster
3 toy chest
4 nightstand

3 Listen and number. Write. 1.17

TOYS

1 nightstand
2 ______
3 ______
4 ______

Everyday English!

See you later.
Have a nice day!

4 Listen and repeat. 1.18

5 Act it out.

Vocabulary rug, poster, toy chest, nightstand

Practice Page 87

11

## Student Book

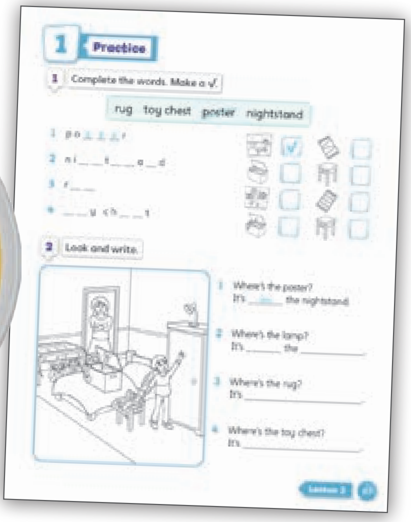
*Everyday English phrases are pulled out of the story and supported on the audio for students to practice.*

- The story is supported with a recording on the *Class Audio CDs*.
- Students are exposed to examples of the new vocabulary in the clear context of the story, then they go on to study and practice the form.
- Students are encouraged to act the story out, providing a fun activity for all students regardless of their level of language competence.
- The *Everyday English* phrases are first seen in the context of the story. Students have the opportunity to participate in short dialogs to practice this useful language.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups, including mixed ability and *SEN*.

### Extra

- *Story worksheets* allow students to engage with the characters and get the most out of the stories.
- *Vocabulary and Grammar worksheet* provides practice of the new vocabulary together with the unit grammar topic at three levels.

**Extra Practice page provides controlled practice of the second vocabulary and grammar set.**



1 Practice

1 Complete the words. Make a ✓.

rug toy chest poster nightstand

2 Look and write.

1 Where's the poster? It's ___ the nightstand.

2 Where's the lamp? It's ___ the ___.

3 Where's the rug? It's ___.

4 Where's the toy chest? It's ___.

**Lesson 3 Extra Practice**

## Lesson 4

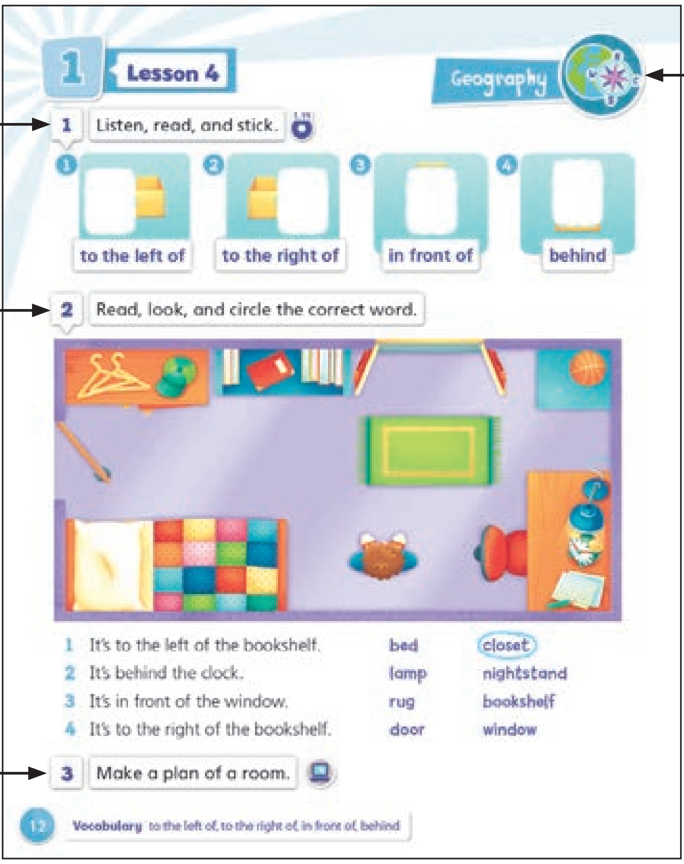
The *CLIL* lesson links in with the unit theme, and brings a fascinating real-world dimension to the topic.

Values are presented by Jack and Lucy, so that they are friendly and supportive – the students and characters learn and develop together. The *Our Values* activity can appear in a different lesson in each unit and picks up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

*CLIL topic is introduced through a hands-on sticker activity.*

*Interactive activities to check comprehension of the CLIL concept.*

*Creative craft activities on the worksheets will get students talking in English.*



1 Lesson 4

Geography

1 Listen, read, and stick.

1 to the left of
2 to the right of
3 in front of
4 behind

2 Read, look, and circle the correct word.

1 It's to the left of the bookshelf. bed [✓ closet]
2 It's behind the clock. lamp nightstand
3 It's in front of the window. rug bookshelf
4 It's to the right of the bookshelf. door window

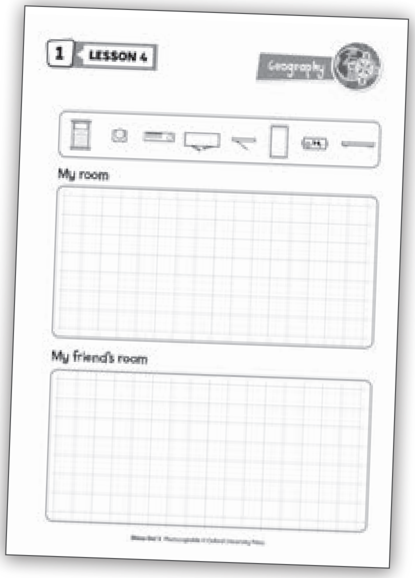
3 Make a plan of a room.

12 **Vocabulary** to the left of, to the right of, in front of, behind

*CLIL topics are chosen from a range of subjects and cover interesting level-appropriate themes from across the primary curriculum.*

## Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Controlled new vocabulary input is clearly supported with artwork and through a sticker activity.
- The *CLIL* activity is supported through audio on *CPT* or the *Class Audio CDs*.
- The fun worksheet provides a supported follow-up activity that allows students to demonstrate their understanding of the *CLIL* concept and use unit and review language to express or explore it.
- The values syllabus is supported by procedural notes in the *Teacher's Book* lesson notes, helping students to discuss and respond to the ideas and relate them to their own lives.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners including mixed ability and *SEN*.



1 LESSON 4

Geography

My room

My friend's room

Lesson 4 Worksheet

**Extra**

- *CLIL worksheets* provide a structured follow-up activity to the *Student Book* lesson, consolidating the *CLIL* concept and building up to a productive outcome.

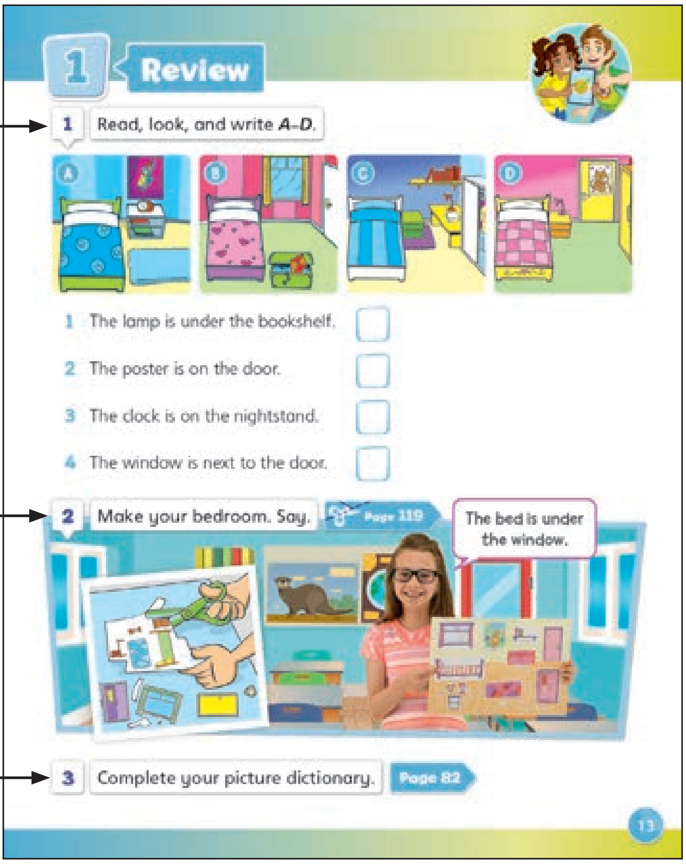
## Review

Each unit ends with a review lesson, giving students the opportunity to bring together the vocabulary and grammar points they have learned in a series of engaging activities.

*Vocabulary revision activity prompts students to remember the new words through a variety of fun activity types that keep students engaged and motivated.*

*Fun, original craft activities give students a chance to make an attractive, creative project, and then play a game with their friends. They can also take the craft home to show their parents.*

*Students complete their picture dictionary to show they have learned the new vocabulary for the unit.*



1 Review

1 Read, look, and write A–D.

1 The lamp is under the bookshelf. ☐

2 The poster is on the door. ☐

3 The clock is on the nightstand. ☐

4 The window is next to the door. ☐

2 Make your bedroom. Say. Page 119

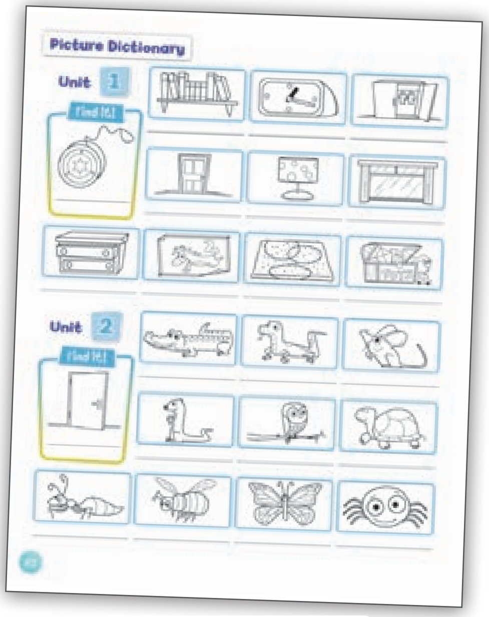
The bed is under the window.

3 Complete your picture dictionary. Page 82

13

## Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Craft activity leads to a game to promote oral practice of the language learned. The craft templates are available on the *Teacher's Resource CD-ROM*.
- Completion of the picture dictionary provides students with the opportunity to acknowledge the new language learned in the course of the unit.
- The *Teacher's Book* lesson notes provide alternative procedures and differentiated tasks to accommodate different groups of learners.



Picture Dictionary

### Extra

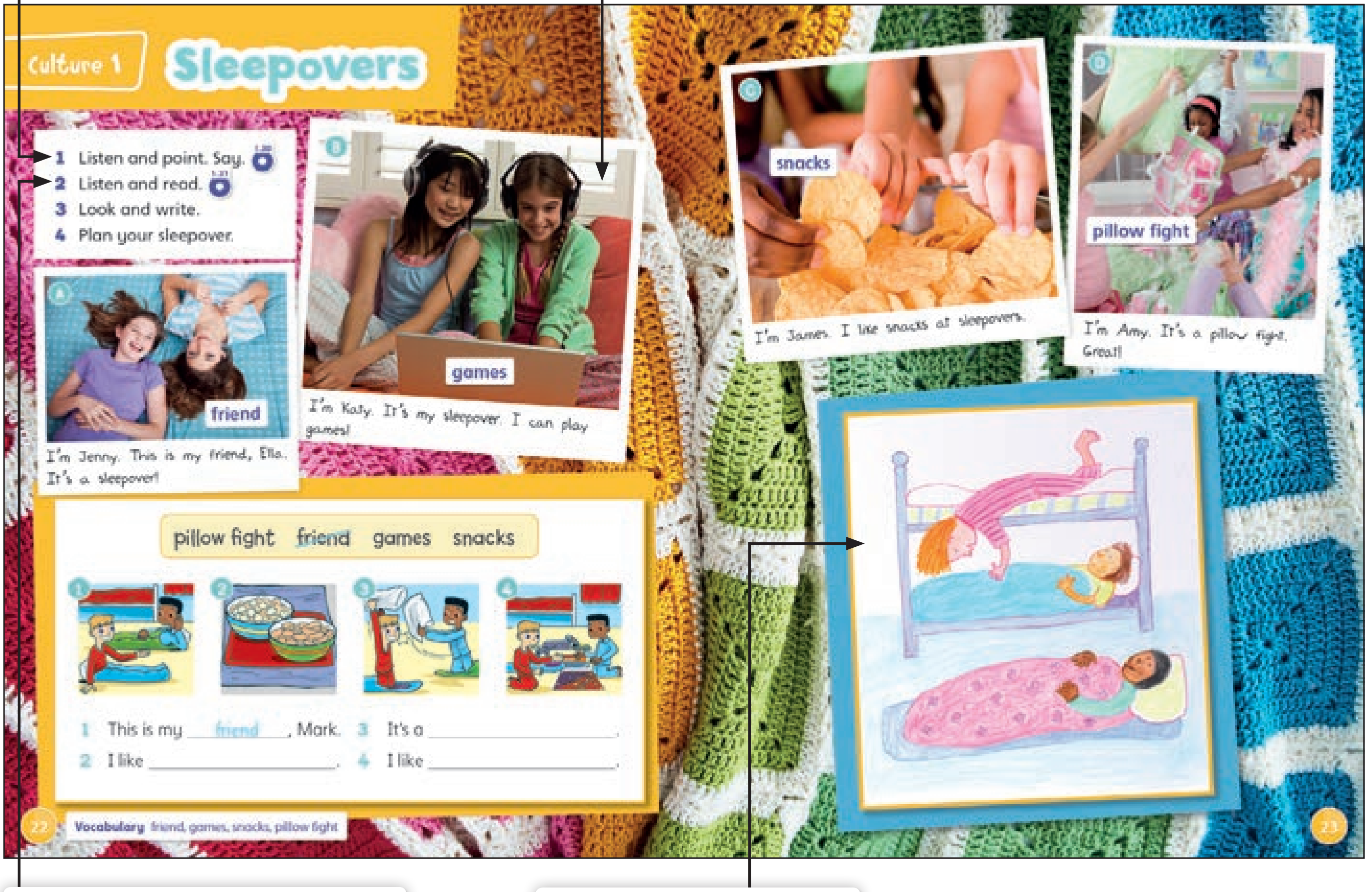
- *Unit Tests* available on the *Teacher's Resource CD-ROM* at two levels for mixed-ability classes.

## Culture

After every two units there is a bright, colorful culture spread presenting an aspect of US culture and life.

*New vocabulary presentation supported by audio and photographs.*

*Attractive photographs to help students connect to the topic.*



Culture 1 Sleepovers

1 Listen and point. Say. 1.20

2 Listen and read. 1.21

3 Look and write.

4 Plan your sleepover.

friend

I'm Jenny. This is my friend, Ella. It's a sleepover!

games

I'm Katy. It's my sleepover. I can play games!

snacks

I'm James. I like snacks at sleepovers.

pillow fight

I'm Amy. It's a pillow fight. Great!

pillow fight friend games snacks

1 This is my friend, Mark.

2 I like ________.

3 It's a ________.

4 I like ________.

22 **Vocabulary** friend, games, snacks, pillow fight 23

*Comprehension activities to check students' understanding.*

*Attractive, fun craft projects promote creativity.*

## Student Book

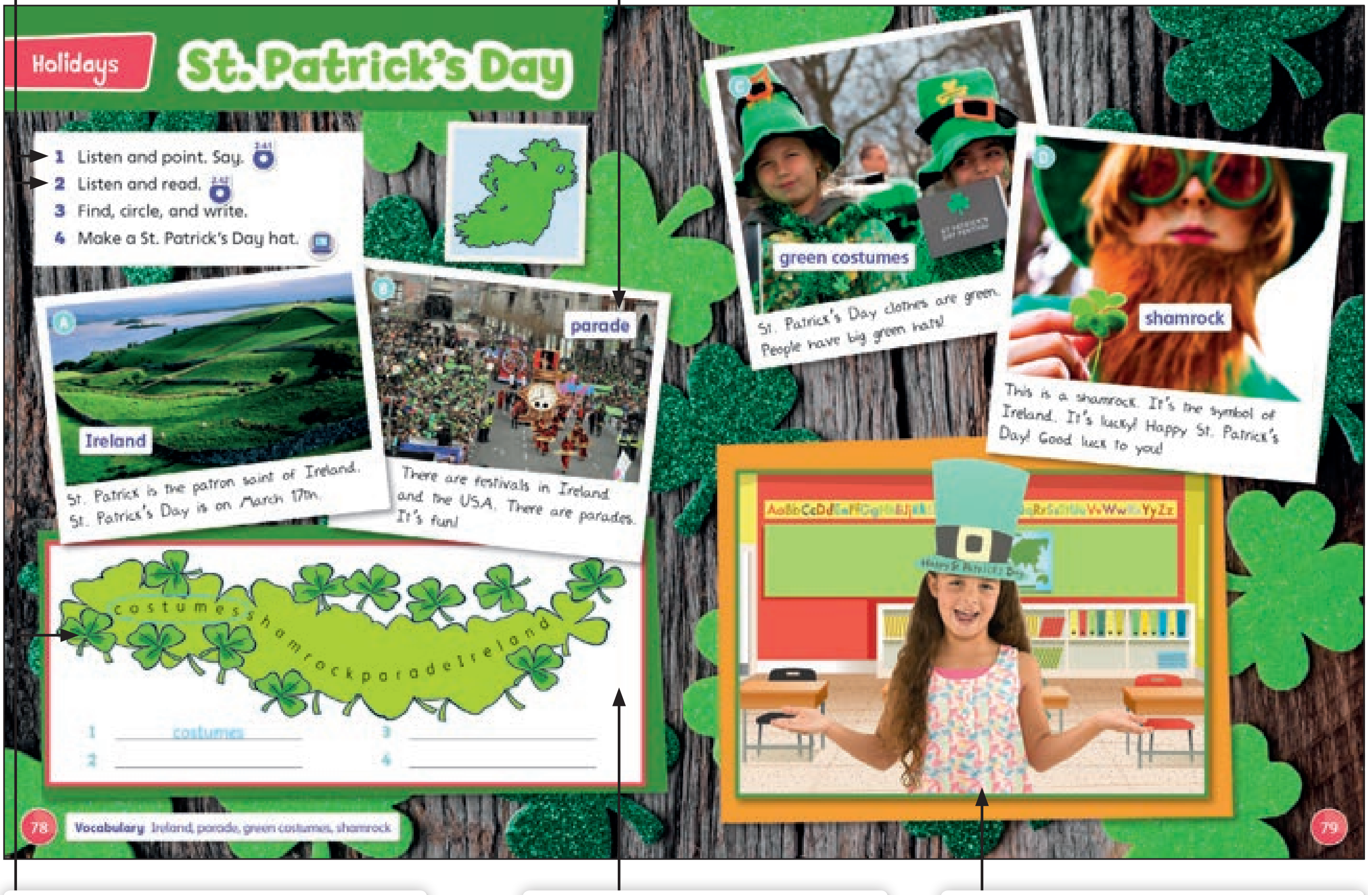
- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review activities and fun warmers and fillers.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* provide further information about the topic in the lesson.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.

## Holidays

Each level has two *Holidays* lessons to use through the year.

*New vocabulary presentation supported by audio and photographs.*

*Attractive photos to help students connect to the topic.*



Holidays

St. Patrick's Day

1 Listen and point. Say. 2.41

2 Listen and read. 2.42

3 Find, circle, and write.

4 Make a St. Patrick's Day hat.

A Ireland

St. Patrick is the patron saint of Ireland. St. Patrick's Day is on March 17th.

B parade

There are festivals in Ireland and the USA. There are parades. It's fun!

C green costumes

St. Patrick's Day clothes are green. People have big green hats!

D shamrock

This is a shamrock. It's the symbol of Ireland. It's lucky! Happy St. Patrick's Day! Good luck to you!

costumesshamrockparadeireland

1 costumes

2

3

4

78 **Vocabulary** Ireland, parade, green costumes, shamrock

79

*Traditional songs and poems for students to sing and chant.*

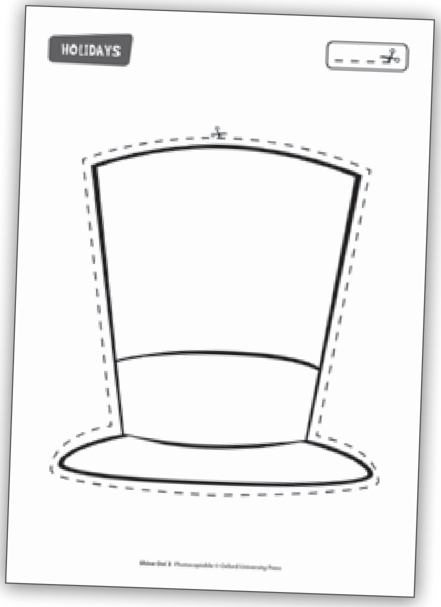
*Puzzles and games for a great holiday lesson.*

*Creative craft projects to take home and share with the family.*

Happy St. Patrick's Day

## Student Book

- All *Holidays* lessons are supported by audio and bright, attractive photos.
- The project work is supported in the *Teacher's Book* with notes.
- The craft templates are available on the *Teacher's Resource CD-ROM*.



HOLIDAYS

**Holidays Worksheet**

# Digital components

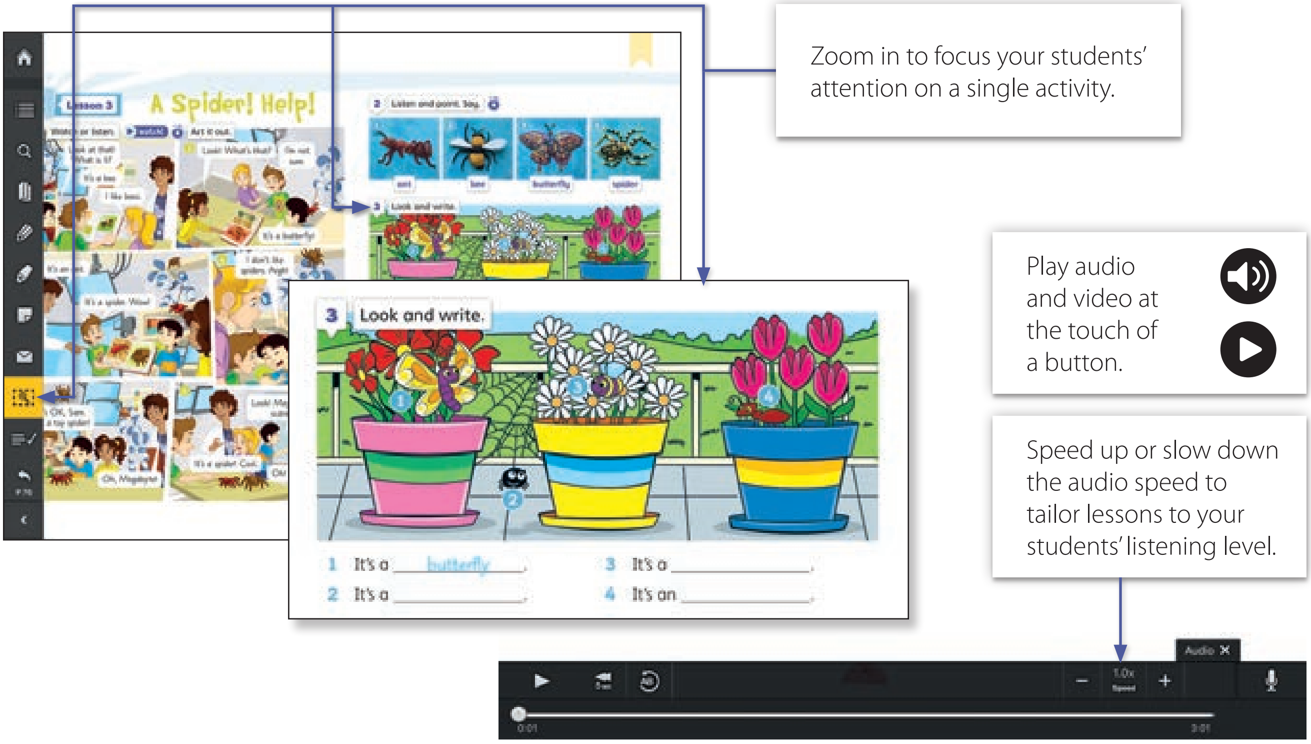
## *Shine On!* Classroom Presentation Tool

**Deliver heads-up lessons with the Classroom Presentation Tool.**

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button. Highlight and zoom can be used to focus students' attention. These easy-to-use tools mean lessons run smoothly.

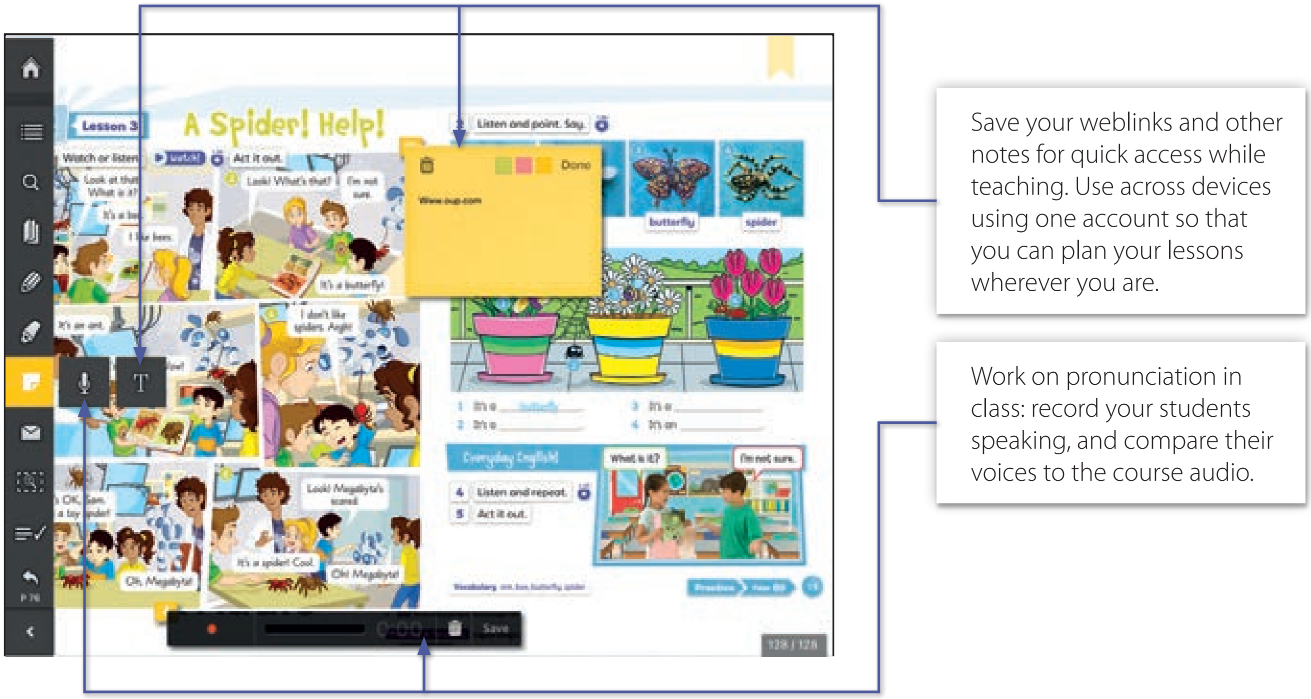
Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.


Lesson 3
A Spider! Help!
2 Listen and point. Say.
ant
bee
butterfly
spider
3 Look and write.
1 It's a butterfly.
2 It's a
3 It's a
4 It's an
Audio
1.0x
Speed
0:01
3:01

Zoom in to focus your students' attention on a single activity.

Play audio and video at the touch of a button.

Speed up or slow down the audio speed to tailor lessons to your students' listening level.


Lesson 3
A Spider! Help!
Listen and point. Say.
Done
Www.oup.com
butterfly
spider
Everyday English
What is it?
I'm not sure.
4 Listen and repeat.
5 Act it out.
T
Save
128 / 128

Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.

Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.

# Websites

## For the Teacher

### *Shine On!* teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains everything you need to prepare your lessons:

- *Worksheets* for *Student Book* lessons
- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos

## For the Student

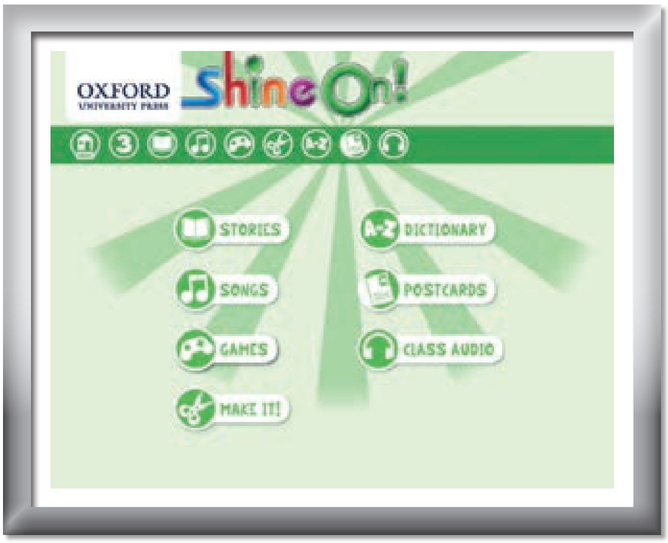
### *Shine On!* student's website

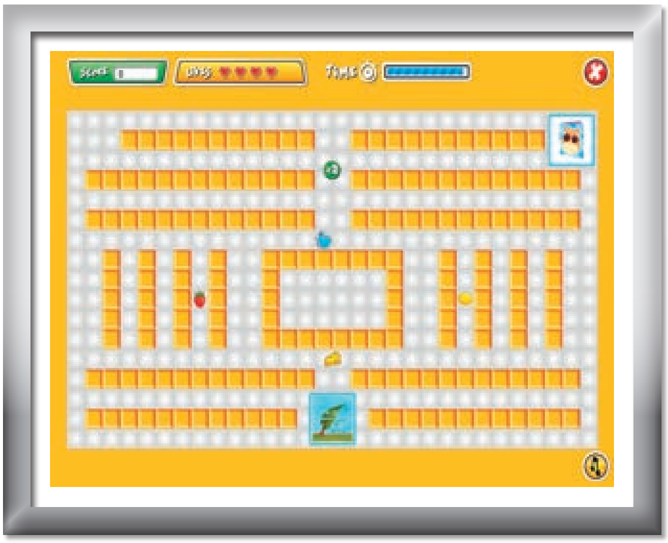
www.oup.com/elt/shineon

The student's website allows students to practice English in a fun and inclusive environment. They will enjoy accessing the material in class or at home with their parents.

The student's website contains:

- ***Shine On!*** *Online Play* games for practicing the language learned in class.
- *Class Audio CDs* files.
- Interactive *Picture Dictionary*
- Song animations
- Story animations (Levels 1–3)
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents


OXFORD UNIVERSITY PRESS
Shine On!
STORIES
DICTIONARY
SONGS
POSTCARDS
GAMES
CLASS AUDIO
MAKE IT!

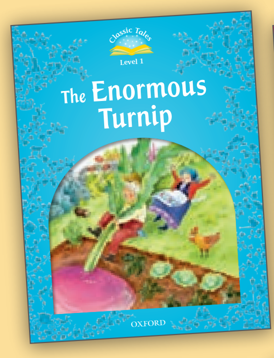

Score
Lives
Time

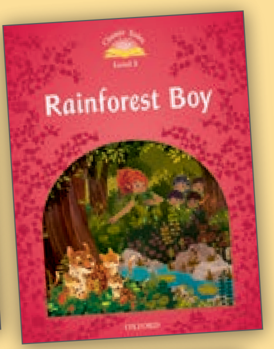
# Using Graded Readers with *Shine On!*

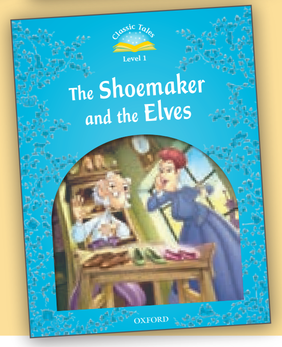
Using *Graded Readers* in the Primary Classroom is an effective way to engage students of all abilities and learning needs. By motivating student to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each student can choose a reader they are interested in and at a level that is appropriate for them. *Graded Readers* are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each student will be able to find a book suitable for them.

## *Classic Tales*

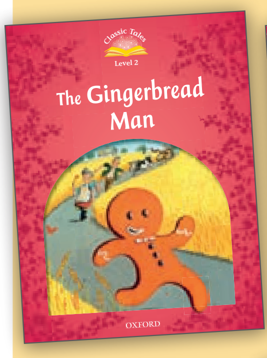
### Level 1

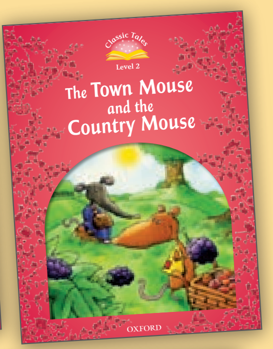

Classic Tales
Level 1
The Enormous Turnip
OXFORD

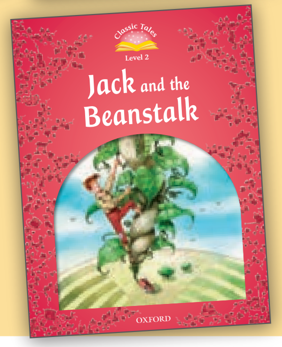

Classic Tales
Level 1
Rainforest Boy
OXFORD


Classic Tales
Level 1
The Shoemaker and the Elves
OXFORD

### Level 2

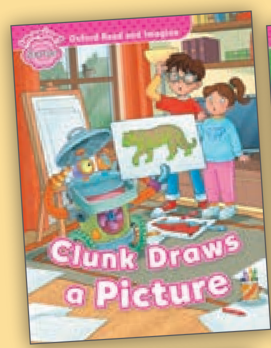

Classic Tales
Level 2
The Gingerbread Man
OXFORD

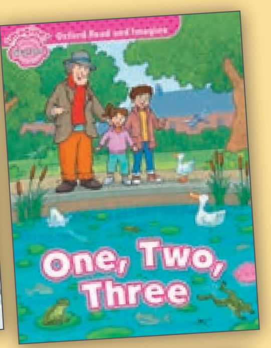

Classic Tales
Level 2
The Town Mouse and the Country Mouse
OXFORD

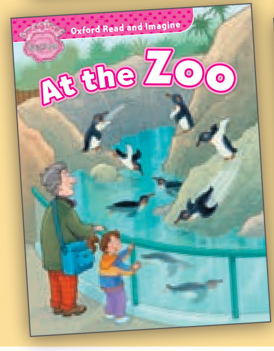

Classic Tales
Level 2
Jack and the Beanstalk
OXFORD

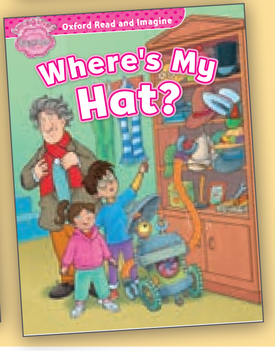
## *Oxford Read and Imagine*

### Starter

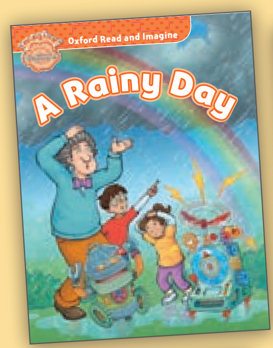

Oxford Read and Imagine
Clunk Draws a Picture

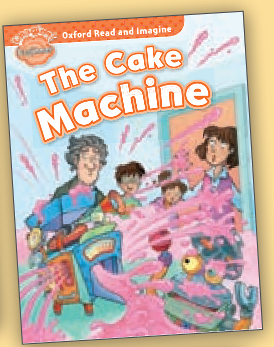

Oxford Read and Imagine
One, Two, Three

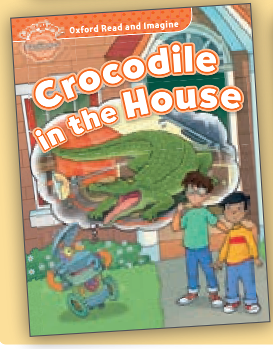

Oxford Read and Imagine
At the Zoo

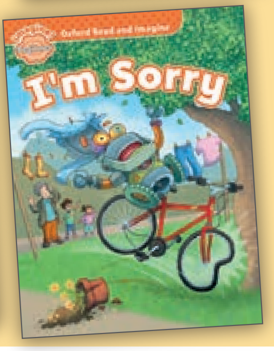

Oxford Read and Imagine
Where's My Hat?

### Beginner


Oxford Read and Imagine
A Rainy Day


Oxford Read and Imagine
The Cake Machine


Oxford Read and Imagine
Crocodile in the House


Oxford Read and Imagine
I'm Sorry

## Oxford Read and Discover and CLIL

*Oxford Read and Discover* provides support for *CLIL* lessons that can be thematically linked to the *Student Book CLIL* lessons or other cross-curricular subjects. Each book contains photos to spark students' interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps and charts, which encourage critical thinking and support new *CLIL* vocabulary.

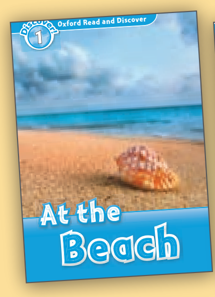
Each *Oxford Read and Discover* book contains:

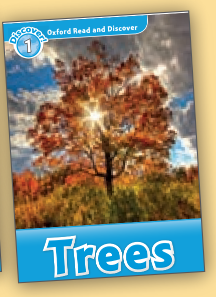
- Audio with the text read in both British and American English
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

For a full list of the *Oxford Read and Discover* titles, please visit: www.oup.com/elt

**Geography**

**Level 1**


Discover! 1
Oxford Read and Discover
At the Beach


Discover! 1
Oxford Read and Discover
Trees

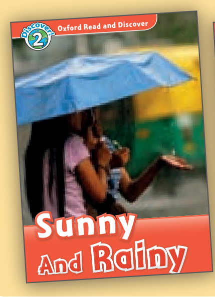
**Art**

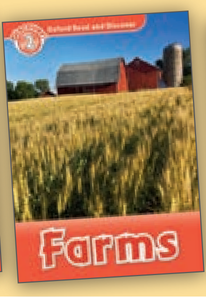
**Level 1**

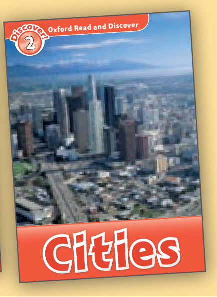
Discover! 1
Oxford Read and Discover
Art

**Geography**

**Level 2**


Discover! 2
Oxford Read and Discover
Sunny And Rainy

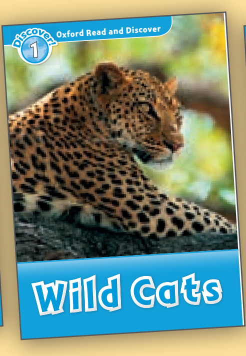

2
Oxford Read and Discover
Farms

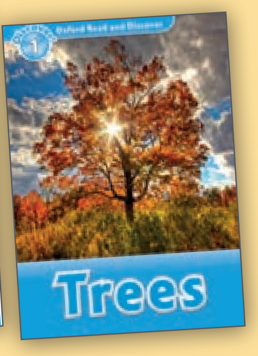

Discover! 2
Oxford Read and Discover
Cities

**Science**

**Level 1**

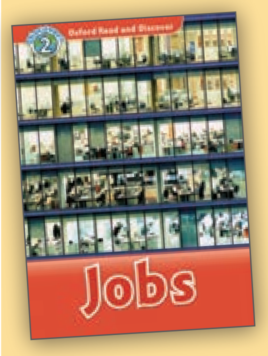
Discover! 1
Oxford Read and Discover
Fruit


Discover! 1
Oxford Read and Discover
Wild Cats

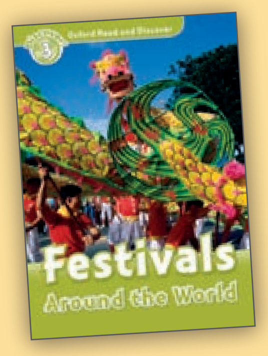

1
Oxford Read and Discover
Trees

**Social Science**

**Level 2**

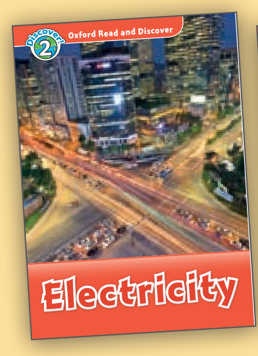

2
Oxford Read and Discover
Jobs

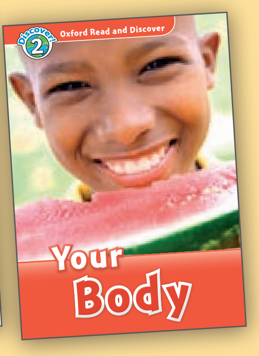
**Level 3**


3
Oxford Read and Discover
Festivals Around the World

**Science**

**Level 2**


Discover! 2
Oxford Read and Discover
Electricity


Discover! 2
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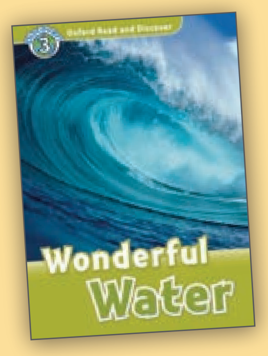
Your Body

**Level 3**

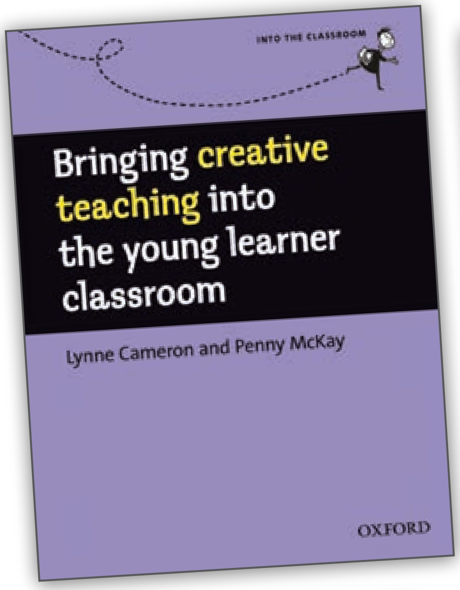

3
Oxford Read and Discover
Wonderful Water

# Professional Development

A range of professional development titles to accompany ***Shine On!***

## Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



INTO THE CLASSROOM

Bringing creative teaching into the young learner classroom

Lynne Cameron and Penny McKay

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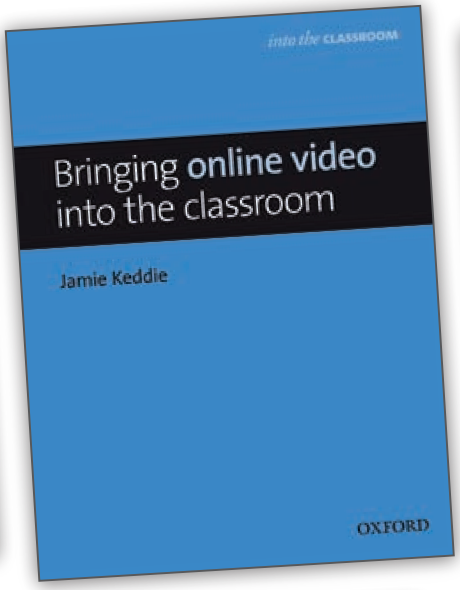

into the CLASSROOM

Bringing online video into the classroom

Jamie Keddie

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INTO THE CLASSROOM

Bringing extensive reading into the classroom

Richard Day
Jennifer Bassett
Bill Bowler
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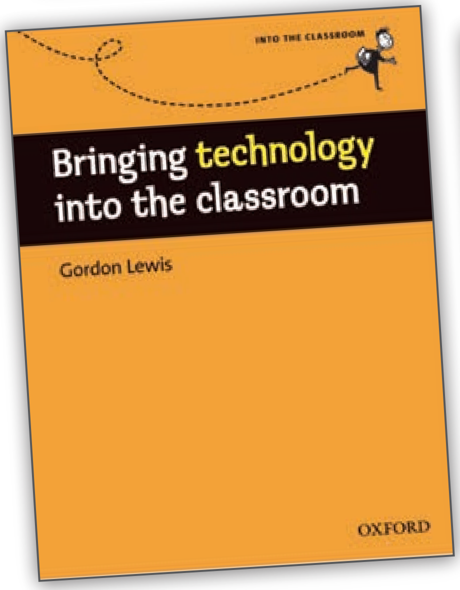

INTO THE CLASSROOM

Bringing technology into the classroom

Gordon Lewis

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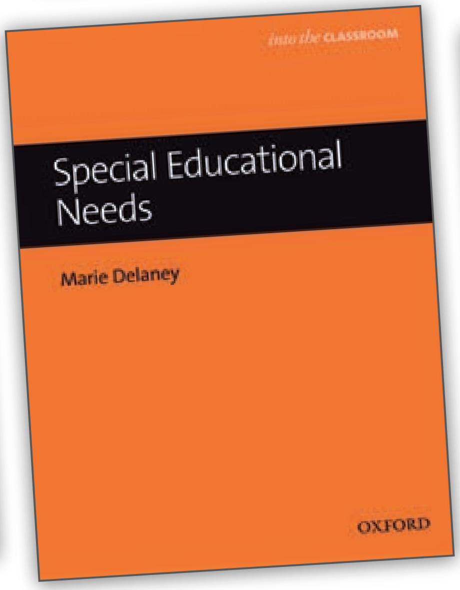

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Special Educational Needs

Marie Delaney

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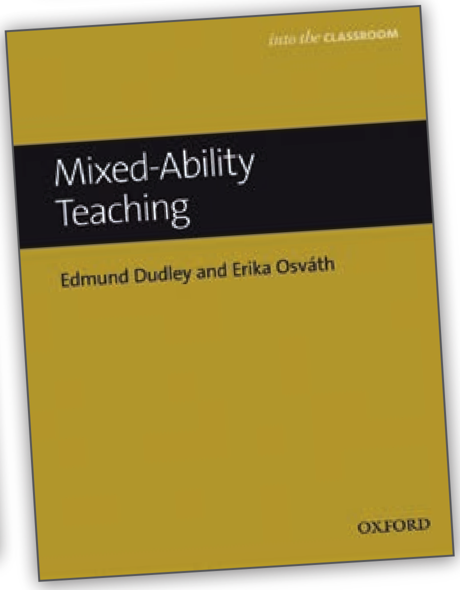

into the CLASSROOM

Mixed-Ability Teaching

Edmund Dudley and Erika Osváth

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# Teaching English to **young learners**

## Online professional development

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Online professional development
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## Who is it for?

***Teaching English to Young Learners*** is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.

# Session topics and aims

### Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

### Session 2: Learning to learn: 21st Century Skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st Century Skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

### Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

### Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

### Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

### Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

### Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

### Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

# Course characteristics

**Online professional development**

Completion certified by *Oxford University Department for Continuing Education*

Developed by Oxford University Press

12-month access to learning materials

30 hours

Mapped onto EAQUALS Framework for Language Teacher Training and Development

Communication, chats and discussions

Study at your chosen pace, time and place

Self-study or in a class with a moderator

Inspiration *online* today.

**Ideas for class tomorrow.**

**www.oup.com/elt/oxfordteachersacademy**

# How to …

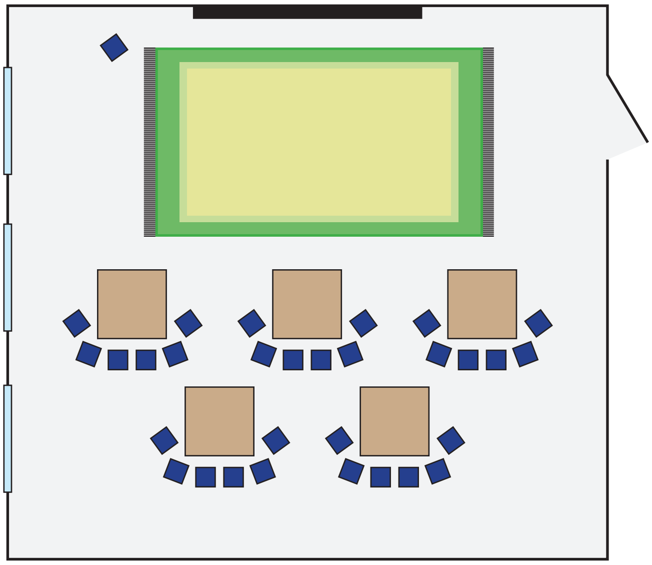
Teaching young learners English is an incredibly rewarding job. Their youth means they are open to learning and able to learn language at a much quicker rate than older students. Their transformation into English speakers is clear from lesson to lesson, and year to year. In order engage your class, help them learn effectively and get the most out of your English lessons with ***Shine On!***, you might like to incorporate some of the following ideas.

## 1 Managing your classroom

Organization is key to a free-flowing lesson and well-managed classroom. The following ideas will help you to create a fun, positive and focused learning environment for your students. You will be able to prepare for the class and manage your young learners during it.

### 1.1 How to organize my classroom and furniture

Consider how you will organize the physical space in your classroom:



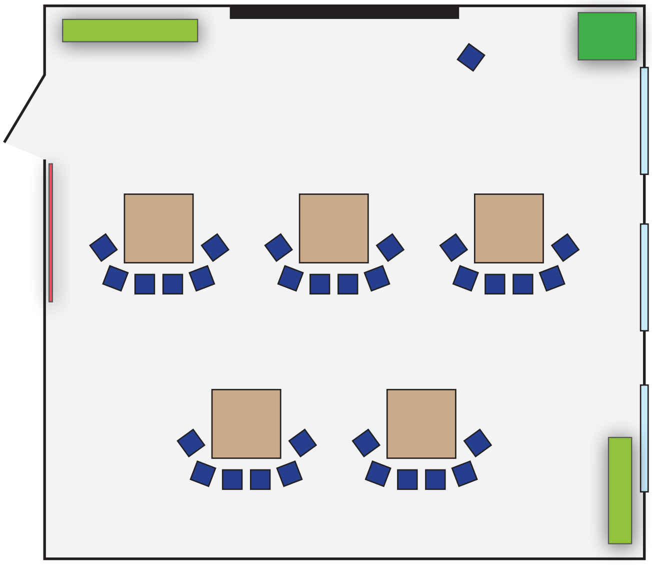
- Young learners work best in pairs and groups. They should be seated at tables where their materials, such as pencils, crayons, books, paper, paints, etc. can be spread out and reached easily by all the students. If possible, seat the class in groups of four to six students.
- Make sure every student can see the board and that there is space for you to walk around the room between desks and chairs.
- Provide a space where students can sit at the front of the class by the board for activities such as *Flashcard* games and story time.

Think about where you will stand or sit when you do activities:

- Stand directly in the center at the front of the class when you want to focus students' attention on you: to stop, start or explain an activity. This also works well if students start to lose focus on an activity.
- Use the board to set up and explain activities, and stand to the left or right of it when you are showing students what you want them to do. Make sure you don't obscure the board for any of them.
- Walk around the class and kneel next to students to help them when they are completing a task. They will feel more relaxed and able to respond to you from this position rather than you standing above them.
- Sit down when you read stories, so students feel they are on an equal level with you.

If you have a class with a lot of students, but you don't have much space and you aren't able to move the furniture in your classroom, try to make the most of the space you have.

**Classroom organization**



- Ensure students are seated looking at the board for all presentations, stories, and games.
- Ask students to work with the person next to them, sharing crayons, paper, etc. to enable collaboration.
- Get students to stand at their desks to sing songs, do craft activities, or play vocabulary games with *Flashcards*.
- Provide activities that allow the students to stand up, push their chairs in and move around the edges of the room, to make the most of their natural desire to move.

## 1.2 How to prepare a seating plan

Once you have considered how you will set up your room, think about who will sit where:

- If you know very little about your new class, look at the name list and draw a seating plan making sure you have a mixture of girls and boys seated together, i.e. two boys, two girls, two boys, two girls, etc.
- If you know more about the students, consider who will work well together, who are stronger and more independent, who are more lively, which students may have special educational needs, and which students are shy and reserved. Draw up a seating plan considering these details and tell the students where they will sit. See how it goes for a couple of weeks, and if isn't working, change it. You are the teacher after all!
- Make sure each group of students you place together has a mixed-ability. Put a couple of stronger and weaker students together at the same table. Place a lively student with them, so he/she can be encouraged to work by seeing his/her hardworking peers do well.
- Seat students with special educational needs at the front of the class where you are able to interact with them quickly and one-on-one when they need you. Make sure they are also seated with stronger and weaker students, so they are able to interact with a range of levels.

## 1.3 How to establish routines

Young leaners love the security of a routine. They enjoy repetition and work well in a structured environment. Many routines will give students the opportunity to interact in English e.g. using classroom language. By putting a few basic routines in place you will have an easier time managing your class and you will create a more effective learning environment. Once students know the lesson routines, they will understand what is expected of them in class and will be encouraged to use language in a natural and meaningful way.

- When students arrive outside your classroom, ask them to *Line up, please* before they come in to class. Say *Put your bags away,* either on hooks or on the backs of their chairs, so they are out of the way and won't impede movement in classroom activities.
- Say *Sit down (at the front / at your desks). Thank you*. And ask *Who's sitting nicely?* to encourage students to sit up straight with their arms folded.
- Take the register and encourage students to greet you, e.g. *Good morning Mrs Samuels*.
- Ask students to raise their hands when they want to ask or answer a question in class.
- Have routines throughout the lesson for each stage and activity. For example, to get students to sit at the front for story time say *It's story time! Stand up, push your chairs in. Sit at the front, please.* Use hand gestures as you say these sentences, e.g. two hands moving up as you say *Stand up*. Two hands pushing an imaginary chair as you say *Push your chairs in*, and point to the front as you say *Sit at the front, please*.
- To set up a *Student Book* activity, show students what they need to do before they open their books. This will keep them focused on you and the board and not on playing with their pencils and books.
- When you want students to focus on their books, say *Take out your books*, and hold up your *Student Book* to help them understand. Say *Open your book to page 4*, showing students the correct page and checking they are all on it to do the activity.
- When an activity ends and you want to move on to something else, or when you want to get students' attention, say a chant, clap a rhythm or count down from five to one. You could silently mime an action and encourage students to silently copy you. Keep going until everyone in the room has joined in and is focused back on you. Set this routine up so students are challenged not to be the last one to join in.
- When the classroom gets noisy, lower your voice rather than raise it. Students will have to be quiet to hear what you are saying.
- Create a place to store art materials so students know where to collect them from and where to return them to. Encourage students to ask for materials politely when they need them, for example, *Paper please? OK. Thank you.* and to pack away and tidy up after they have used materials.
- Encourage students to place their homework in the same place on your desk or at the front of the class each lesson.

## 1.4 How to reward the class and give them praise

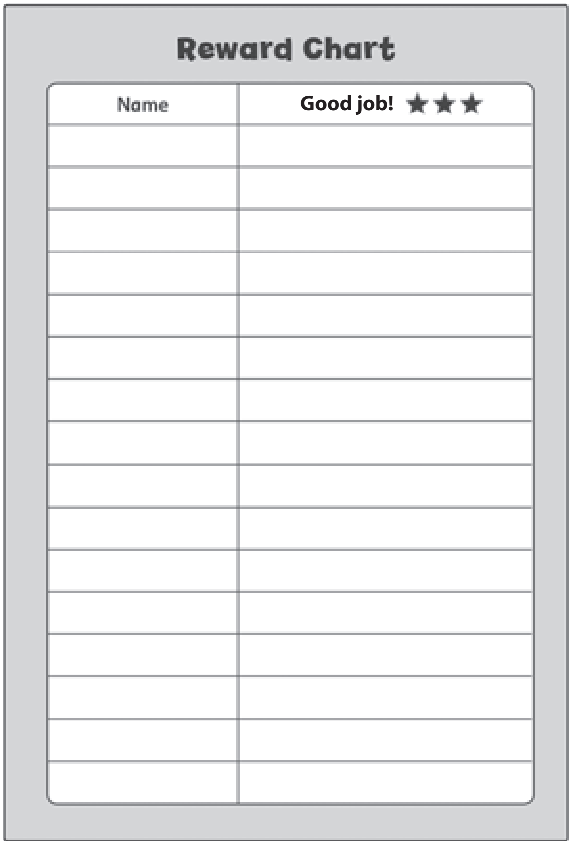
Students respond brilliantly to praise, and it can really build their self-confidence. They are incredibly eager to please and do well at this young age, so it's a good idea to use it to your advantage.

- When students use English in class, no matter how little or well, praise them. Use a range of positive words and expressions so they quickly learn and understand, for example, *Good job Anna! Excellent! Amazing! That's brilliant Carlo!* Accompany these with appropriate gestures such as clapping your hands, a smiley face or, that young learner favourite, a high five! When students see others receiving praise, they will be encouraged to do the same.
- Let students know what you are praising them for, for example, *Good job, Olivia. You finished your picture.* or *That's wonderful, Natalie. You put away your things.*

A **reward system** is a great way of using positive praise to encourage good behavior in the classroom. It helps manage a class of young learners who are naturally competitive.

- If you see your students a few times a week, try a reward chart. Write the students' names in a list, either on an IWB flipchart, on a projector film, or a large piece of paper that you can place on the wall or bring to class each lesson.
- Tell students they will be awarded stars for things they do well. The stars can simply be drawn on with a board marker.

- Establish what students will get stars for: for example, listening to the teacher, following class routines and instructions, working well with their peers, doing their work well, helping the teacher, and showing that they have understood and can use the values they have learned in class.



**Reward Chart**

| Name | Good job! ★★★ |
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- When a student, or various students, get ten stars, reward them by giving them a high five and saying *You're the winner*. Then let them stand at the front of the line when they leave class that day, or choose a song to sing, a story to read in the next lesson, or let them have the first turn at using the Megabyte puppet.
- Try to allocate stars fairly, so no one becomes disheartened and students see that reaching ten stars is achievable. Keep a record of who has won ten stars to make sure all of the students reach this milestone and win a prize. Try to time the stars so that they reach them at the end of the week, two weeks, month or term, whichever you feel works best for the class. Start the process again.
- If you see your class only once a week and want to give more immediate praise, simplify the reward chart. For example, tell students their goal is to win five stars by the end of the lesson. Choose achievable targets for them to get stars. For example, saying *good morning / good afternoon* when you take the register or sitting up nicely.

Use the Values stickers and set up a **Values routine**:

- Read the values statement in English and make sure students understand. Give students an example of the value e.g. *We are friendly.* and explain what it means and why it is important. Use examples from the unit story and your classroom interactions or activities.
- Involve and encourage students to share their ideas about what the value means and how they can apply it or have applied it, both in the classroom and at home.
- Practice and act out situations where students might use these values e.g. *We take care.* Use the Megabyte puppet, finger puppets or students to model situations.
- Set the class a goal around the specific value. Tell them you'd like them to remember to e.g. put away their things at the end of each lesson during this week / month.
- At the beginning of the next class, remind students of the value and ask them if they have been friendly / put away their things, etc.
- Incorporate the values into your reward system.

## 2 Keeping young learners engaged

Keeping young learners engaged in the lesson means creating an active, meaningful, and well-paced lesson. Students of this age are naturally very physical. They are primarily kinaesthetic (learn by doing) and visual (learn by seeing) learners who need to physically interact with each other and the lesson in order to be engaged and motivated.

### 2.1 How to calm my class down or wake them up

- ***Shine On!*** provides varied resources to keep young learners engaged and each lesson provides active warmer and finisher activities from the Ideas Bank (see Teacher's Book p140). When you want to motivate, reenergize, or calm and quieten your class, try the following:

**How to calm my class down:**

- Remove distractors when you're giving instructions. Make sure students' desks are clear of pencils and books when you explain how to do an activity or talk to the class.
- Don't give out art materials for a craft activity until you have shown a model and explained what they need to do.
- Play calm music when students are coloring or making crafts.
- Talk in a calm voice and try not to shout. The louder you get, the louder the students will get. To regain their focus when they are being noisy, raise your hand and ask the rest of the class to copy you silently. The quieter, more focused students will copy you. Once the whole class are raising their hands silently, put down your hand and say *You're too loud. Be quiet please.*
- Move students and seat them at the front of the class to use the puppets or read a story.
- Do a simple picture dictation. Ask students to listen to your instructions and draw and color a picture. You could practice body parts and colors, or any other vocabulary students know.

**How to wake my class up:**

- Get students standing up and sing a song or a chant. Play with the pace and sing faster or slower so students really wake up.
- Ask students to stand up, sit down, or clap their hands when they hear a word you've chosen in a story or song.
- If you are teaching your class vocabulary, and they lose focus, place *Flashcards* around the room, and ask the students to walk to the word you say.
- Seat the students at the front of the class when you present new vocabulary and place the *Flashcards* on the board. Ask pairs of students to stand in front of the board and touch, or hit, the correct card when you call it out.
- Use the Megabyte puppet or the finger puppets to move the focus away from you, the teacher.

## 2.2 How to use puppets

Levels 1–3 of ***Shine On!*** are accompanied by a lovely cuddly Megabyte puppet. Level 1 also comes with finger puppets for each of the characters, Lucy, Jack, Uncle Alex and Megabyte. Using puppets creates a fun, non-judgemental, interactive and creative language learning environment. It also takes the focus away from *you*, so students are giving their answers and ideas to a different source that they may feel is on an equal level to them. Students will feel that they can play with the language more and make more mistakes with this puppet character. It will help encourage even the shiest student to speak. It also allows you, the teacher, to change your voice and persona into a fun and cuddly creature. Here are some ways to use the puppets in class:

- Tell students that your puppet is a native English speaker, so they will only speak to students in English and students should try to speak in English to them. For example, when you introduce *Megabyte*, and the other finger puppet characters, remind students that in ***Shine On!*** all the characters speak English, even Megabyte, the dog! This will motivate the students to speak to the puppets in English if they want the puppets to hear them.
- If you can, give your puppet an identity by changing your voice for each character. Use humor to make learning with them fun.

- Use a puppet to present new vocabulary. Seat students together on the floor if possible. Place the *Flashcards* on the floor and use *Megabyte* to say each item. Students repeat the words. *Megabyte* can give well-behaved students the *Flashcards* to hold. Use *Megabyte* to ask questions, *Where is the pencil, Bella?* then have Megabyte take the card and munch at it like a puppy, *Yum, yum, yum*.
- Review vocabulary with a puppet by placing the *Flashcards* on the floor, or around the room on the walls if you don't have space to sit on the floor. Ask a student to retrieve an item. Encourage interaction in English between students and *Megabyte*, e.g. *Here it is Megabyte!* and *Megabyte* says *Thank you!*. Encourage more confident students to take the lead and be *Megabyte* and ask other students to find a flashcard.
- Use the *Megabyte* puppet and the finger puppets of the course characters to retell stories from ***Shine On!*** Either ask students to tell you what happens next then act it out with the puppets, or with more confident classes, you could give three students a puppet to act out the story, asking the rest of the students to tell them what to say and do next. In a less confident class, give students the chance to be *Megabyte* and use the finger puppets by acting out a sentence from the story.
- Use the finger puppets to help act out the grammar structures and *Everyday English* dialogs. Act out the dialogue with the puppets first. Then ask students to join in with one of the puppets, and then the other. In a more confident class, you could give two students the puppets to act out the complete dialog.
- Use a puppet to act out feelings. Adapt your voice and the puppet's movements. For example, to show happiness, bounce *Megabyte* around and say, *Yay, Yay I'm happy!* Encourage the class to ask *Why are you happy, Megabyte? It's sunny!* Or to show sadness, hold *Megabyte* still and bend his head down, whimper a bit, and say, *I'm sad*. Encourage the class to ask, *Why are you sad, Megabyte? Because I lost my book*. The visual nature of the puppet and your acting will help to give lots of unknown language meaning and context.
- Explain values such as putting things away, taking turns and helping each other using the Megabyte puppet. Award students with their Values stickers using the Megabyte puppet. For example, *Megabyte* says *Good job! You put away your things.*
- Use a puppet to encourage students to express their thoughts and feelings. For example, at story time, use *Megabyte* to ask students if they liked the story.
- Use a puppet to choose students when you need a helper or a volunteer at the front of the class or you want to form groups. Animate the puppet and use a choosing rhyme to select students around the class.
- Incorporate the puppet as part of your class reward system by allowing students to hold the puppet as a reward.
- You may even ask the students to take turns taking the puppet home for the evening, to be returned the next day. This will help them to talk about their English lesson at home and engages parents in your classroom.

## 2.3 How to use songs and chants

Students love to sing songs because of their musical and physical nature. They also provide a natural way in which to interact with language. Songs work really well in mixed-ability classes, as the whole class works as a group. While stronger and more confident students sing out loud and really get to show off their English, shy and weaker students blend in with the whole class as the music is played. ***Shine On!*** presents vocabulary through a chant and presents and reviews the vocabulary and grammar structure with an engaging pop song. To make the most of the songs and provide support for the whole class, you could plan your lesson like this:

- Listening 1 – Play the song or chant through once for students to listen through fully. They may like to dance or clap along as they listen.
- Listening 2 – Play it again, this time providing a fun kinaesthetic task for students to do as they listen. For example, ask students to point to the correct *Flashcard* when they hear the word (e.g. *pen, book, pencil*, etc.) in a larger class, or run and touch it in a smaller class. Alternatively, give groups of four to six students a *Flashcard* to hold up when they hear that word in the song.
- Listening 3 – Play the song or chant and pause after each line for the students to repeat chorally (as a class). Ask them to make up actions for vocabulary in the song. This can be done in groups with students teaching the actions to the rest of the class, or as a whole-class activity.
- Listening 4 – Play the song or chant again for the class to sing all the way through together.
- Play the song or chant in the following lesson to sing through together with actions or *Flashcards* to review the language used in previous lessons.

## 2.4 How to use stories

Reading stories in young learner classes is a great way to engage students in the lesson and present language in context. Language learning appears secondary to the interesting characters and colorful pictures. Pictures also provide meaning for the language that has been, and will be, taught. To engage the whole class you could plan your story lessons like this:

- Seat students at the front of the class or where they can all see the board clearly (if using the animations).
- Use the *Storycards* (Level 1 only), holding up each card as the recording plays. In a larger class, or for Levels 2 and 3, use the story animation to engage the students. Make sure all students can see the *Storycards* as you hold them up or the interactive whiteboard if you are using the animations.
- Involve students in the story as you tell it. Show the class the first frame of the story and discuss the picture before they listen. Ask questions like *What do you think the story is about? Who is she? How does she feel?* Ask questions to encourage the students to predict what will happen next. Ask *What do you think will happen nex*t? Allow students time to think and look at the pictures and to predict and hypothesize about the story.
- Pause between each frame or at the end of the story and ask questions about each frame to check students' understanding and to use and elicit the grammar and vocabulary of the story. Use the questions provided on the back of the *Storycards* (Level 1) and in the lesson notes.
- Read the stories a couple of times so students become familiar with the language and story. Encourage them to give their personal response at the end by asking *Did you like the story?*
- Encourage students to join in with the story. You could get them to say the lines along with the recording or use the Megabyte puppet, or the finger puppets (in Level 1). See puppet ideas above. Then allow students to act out the story in small groups. If you prefer not to act out the story, or you don't have space, divide the class into groups by character and play the recording for each group to say the lines for their character.
- Acting out the story is a great way for students to engage with the characters, practise reading and speaking skills and have a fun, motivating lesson.
- Put students in groups and assign a role to each one. Make sure that everyone gets a chance to speak, and larger roles are swapped around and don't always go to the same students! If you know that shy students don't want a big role, encourage them to take a smaller part, but to join in and have fun.
- You can build confidence by rehearsing chorally, by putting all the characters who are playing the same role together and playing the recording for them to speak together.
- Encourage students to listen carefully to the way the characters say their lines, and try to mimic the intonation for dramatic effect.
- Put the groups back together and give them time to rehearse their lines.
- At the end of the lesson ask a few groups to come up and perform for the class. Make sure that a different group performs each time, so that everyone gets a chance to shine!

## 2.5 How to use the sticker activities

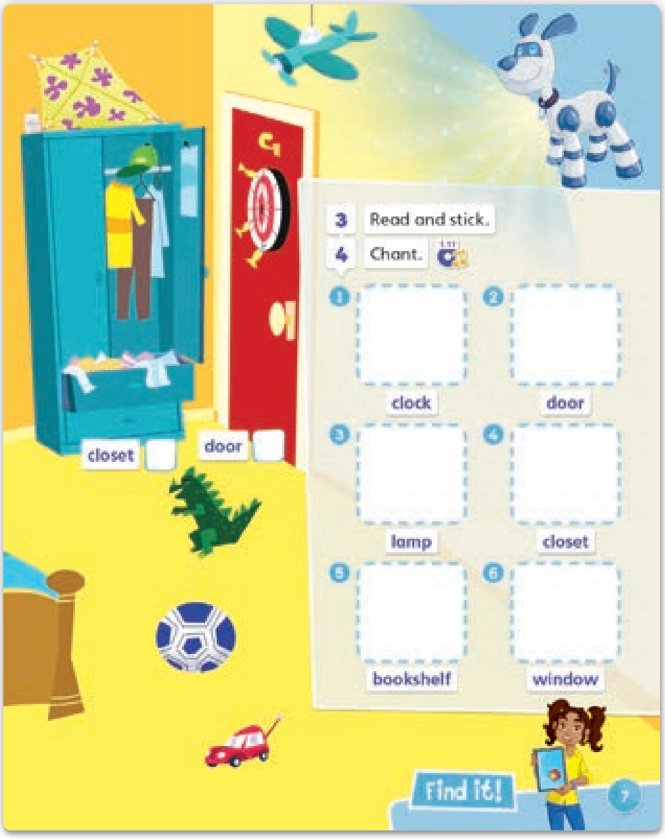
Lesson 1 and lesson 4 of every unit have colorful and interactive sticker activities to support the vocabulary and *CLIL* lessons in ***Shine On!***

With a less confident class, you might want to take a step-by-step approach with students:

- Show students the sticker activity. Say *Let's find the sticker*. Point to the first picture in the *Student Book* and ask *What is it?* The class respond using the vocabulary taught, e.g. *chair!* Say *Good job! Let's find the chair sticker.* Turn to the sticker section as a class and ask students to point to the correct sticker, for example the chair, before they take it out of their books. Check they are pointing to the correct chair sticker. Say, *Good job! Let's stick the chair.* Students then take their chair sticker and stick it in the correct space. They then repeat the vocabulary *chair***.** Repeat this with the remaining stickers.

With a more confident class, you might want to challenge them a bit more:

- Show students the sticker activity. Ask them to listen carefully. Call out the vocabulary in a random order. For example, say *Find the desk!* Students turn to the sticker section, and point to the *desk* sticker and say, *desk*. This enables you to check before they stick and drills the target language. Say *Good job! Let's stick the desk*. Students then stick their sticker and say, *It's a desk*. Continue with the remaining vocabulary.
- As the students progress through the ***Shine On!*** course, this could be turned into a race. Say, *Find the … desk!* Students quickly race to find the desk, stick it on their finger, and hold it in the air. Who was the winner? They then stick it in their books, say *It's a desk*, and play again. The introduction of this competitive element turns a quiet exercise into a wake-up exercise, which energizes the class.



## 2.6 How to do craft activities

Craft activities are a great and much loved way for students to interact with English in a kinaesthetic way and use the language they have learned in a natural context. Every unit of ***Shine On!*** includes two colorful and interactive craft activities. To get the most out of your craft lessons you could plan your craft lessons like this:

- Prepare a completed example of the craft before class to show students what they will be making. This will engage students and help them to think about what materials they will need. It will also help them understand your instructions better.
- Organize the materials that you will need for groups, e.g. scissors, glue, paint and crayons, before class. Details about what materials are needed are listed clearly in the materials box in each lesson. As the course progresses, or with more confident classes, encourage students to ask and give out materials when they need them, e.g. *Scissors please? Here you are, Thank you*.
- Keep your instructions simple and in English so they become part of the learning experience.
- Think about what language you want students to use during the making of the craft, and in the activity after, and model this language as much as you can as you go through the stages.
- If you like, you can get the class to make each craft following your step-by-step instructions. For example, *First, cut out the circle*. Monitor and help students complete this part of the craft. Continue with the next stage when the whole class is ready to move on. Young learners have varied fine motor skill ability, e.g. some are great at using scissors, and some are not, so staging your craft lesson in this way will keep them all at the same pace and provide support to all the students. Once students have finished their craft, ask them to write their name on it, so they don't lose it.
- Allow students to take their crafts home to show and play with their families. This is a great way of involving the parents in their students' learning. Or, you could keep the crafts in class for the next lesson to play with and review the language from the day before. Then, allow the students to take them home.

## 2.7 How to include the animated stories and songs

The stories and songs in ***Shine On!*** are brought to life through colorful animations, which can be used on your whiteboard. This provides a focal point for you to further engage and focus students when telling stories or singing songs. They also support the needs of a less confident class or less confident students within a mixed-ability class.

- When reading a story to the class for the first time, do so using the story animation. Pause at each frame and ask the class questions, e.g. *Who is he? Where is she? What is that?* Also, ask them prediction questions to help develop their critical thinking skills, e.g. *What do you think will happen next?* Follow this up by reading the story in your *Student Books*, then using the puppets to re-tell a tale.

- Alternatively, after you have a read a story to the class using the *Student Book* and puppets, use the story animations to play some vocabulary revision games. For example, shout out a word and students point to it, e.g. *Desk! There it is! Megabyte! There he is.*
- The song animations provide a visual context to the language used in the songs. They will also help students better understand the actions used in the songs as they can copy what they see on the board.
- Focusing the class on the song animations on the board will also encourage those students who are shier to sing and enjoy the music, as the focus of the class is on the board, and not on individual students.

## 3 Encouraging and creating an English environment

Surround students in English both visually and aurally so learning is everywhere. As well as using songs, chants and stories in English, build the English environment using some of these ideas:

### 3.1 How to make English visible

- Bring some English children's books to class. Allow students to look at them when they finish activities quickly or have a spare five minutes, or read them to the class yourself.
- Put the ***Shine On!*** English language posters on the wall, as well as other English cultural posters you might have.
- Display the students' work on the walls when they create a special piece of work to give them a further sense of achievement.

### 3.2 How to use classroom language

***Shine On!*** comes with a comprehensive list of functional classroom language to make English the language of your class. The repetition of functional classroom language will be soaked up by your students and their understanding of English will quickly develop.

- Place the *Classroom language* poster on your class wall to refer to easily.
- Use actions or facial expressions and gestures. For example, as you say *Open your book*, use your hands together opening up like a book. Nod your head and smile as you say *Good job!* Or put your finger to your lips as you say, *Quiet, please.* Instructions that are repeated in classroom routines will also quickly be understood, e.g. *Good morning everyone / sit down please / put down your pencils / touch the card / Goodbye, see you tomorrow / next week*, etc.

### Classroom language for *Shine On!*

The audio version of this language is available on the ***Shine On!*** Teacher's website.

**To start the lesson:**

*Good morning. Good afternoon.*
*Hello, everyone.*
*Are we ready?*
*Listen.*
*Sit down, please.*
*Stand up, please.*
*Let's sing.*
*Let's chant.*
*Let's play a game.*

**To start an activity:**

*Open your books. Look at page (four).*
*Close your books. Look at the board.*
*Look at the poster.*
*You need a pencil / your crayons.*
*Color the picture.*
*Draw a picture.*
*Cut the paper, fold the paper, stick here.*
*Circle.*
*Say the word.*
*Work together.*
*Move your chairs.*
*Ready?*

**During an activity:**

*Pick up your pencils.*
*Repeat after me.*
*Repeat after the CD.*
*Repeat.*
*Say it again!*
*Good job!*
*Very good!*
*That's great!*
*Show me.*
*Raise your hand!*
*Can you remember?*
*Quiet, please!*
*OK?*

**General interaction:**

*Come here!*
*Give me your book, please.*
*Touch the flashcard.*
*Point to the flashcard.*
*Thank you.*
*Help me, please.*

**At the end of a lesson:**

*OK, stop now.*
*Put down your pencils.*
*Close your books.*
*Right! That's the end for today.*
*Clean up your books and pencils.*
*Goodbye, everyone.*
*See you tomorrow / next week.*

## 4 Engaging with parents

### 4.1 How to show parents their child's progress

- A quick and easy way to let your students' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson, or simply by drawing a smiley face or a star on their Student Book. A brief comment is also great if you have time, such as *Great reading today!* or *Thank you for helping!* Allow time at the end of your lesson to mark each student's work.
- ***Shine On!*** comes complete with beautiful, easy-to-use crafts as well as comprehensive *Workbook* activities help to practice the language of the lessons. Encourage students to show them to their families and tell them what they did in class.

### 4.2 How to work with the student / parent website

***Shine On!*** comes complete with an interactive website for students and parents to use at home. It is filled with language games and extra English activities that the students can use at home.

- Encourage parents to spend a little time looking at the website and playing the games with their child. Just five minutes of interaction and their interest will encourage students to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK if they don't speak English, as the website is intuitive and students will have covered the language in class. It's just great that they are involved in their children's learning.
- Students and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their students questions about the songs and stories in their own language, to engage the students in learning English.

**oxfordparents**
**Help your child with English**

***Oxford Parents*** is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can really help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

# Creating an inclusive classroom

In this section you will get some practical advice and tips on teaching students with special educational needs (*SEN*) in your English classes. These students can learn English but they made need some extra help and support from you. By following these tips, you will create an inclusive classroom for all of your students.

### What are SEN?

Students with *SEN* are students who have a learning difficulty or disability that calls for special educational provision to be made and students who have a significantly greater difficulty in learning than the majority of others of the same age. In schools with a policy of educational inclusion, these students will be in mainstream classes.

### What is educational inclusion?

A policy of educational inclusion means that all children have a right to education with other children. Teachers therefore need to ensure that all students feel that they belong in school classes and are accepted for who they are. Differences between students need to be acknowledged, planned for and celebrated.

### You can do it!

You might be worried about trying to include students with *SEN* in your class. Perhaps you think that it requires specialist knowledge and too much extra work for the teacher. This does not have to be the case. Students with *SEN* are human beings and as a teacher you are used to dealing with different personalities and abilities in your class. You are probably always adapting to widely differing student needs each day. Students with *SEN* are simply part of this variety and challenge. In addition, the teaching techniques that help to support students with *SEN* are good, practical techniques that will benefit all the students in your class.

## Top tips for creating an inclusive classroom

You do not need to be an expert on *SEN* to teach students with *SEN*. You do need to want to work with these students and to be prepared to learn from them.

### Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. You need to believe that all students are unique and have a right to be taught. If you do not have much experience of interacting with people with *SEN* you might feel worried about how to approach them. This is understandable, but you need to acknowledge this feeling and be prepared to learn more about *SEN*. For example, you can ask your student to tell you what helps them to learn and what makes learning more difficult for them. For example, if you notice some students do not want to work with a student, make sure you talk to those students privately about their behaviour and give praise and rewards to the students who are working well in teams.

### Tip 2: See the person not the label

It is very important to get to know each student as a person and to not label them according to their *SEN*. If you have students who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every student with *SEN* is the same. Find out their interests and their strengths. Remember also that the range of *SEN* is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything, they may have some sight. Do not be scared of talking to the person about their *SEN*.

**REGISTER GAME**

Build opportunities to get to know your students into your normal class routines. For example, when you call the register, ask students to answer with their favourite colour, food or favourite word from the topic of the week.

### Tip 3: Avoid judgements of behaviour

Do not label a student as lazy or not trying. Students with *SEN* are often trying really hard and get criticised unfairly by teachers. They might look like they are daydreaming in class but their brains might be overloaded with information that they cannot process and they need a short brain break. These students also need positive feedback on appropriate behaviour, so make sure that you notice when they are behaving appropriately. Many students with *SEN* and behavioural difficulties only get noticed negatively by the teacher.

**SEPARATE DESCRIPTION FROM JUDGEMENT**

When you speak to students or their parents/carers, separate out a description of their behavior from your judgement of it. For example, if you say *You're not listenening'* this is a judgement and will make the student react defensively. If you say *When you look out of the window, I think you are not listening*, you can have a more positive discussion with the student of the issue.

## Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other. For example, if you have students who speak a different L1 to the rest of the class, ask them to teach the class a couple of words in their language and compare these to your own L1 and English. Use the topics in the ***Shine On!*** *Student Book* to compare different experiences, such as level 2, *Unit 7* on food.

**BOASTER POSTERS SEPARATE DESCRIPTION FROM JUDGEMENT**

Display a large sheet of paper prominently in your classroom where you can record all student successes. These successes will often seem to be small steps for students with *SEN*, but can be very motivating. Focus on something the class or the student is working on. For example, for a student who has problems with social skills, you can note *James worked well with Albert today*.

## Tip 5: Teach in a multi-sensory way

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Students with *SEN* particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practice information in your lessons.

**PRACTICING WORD STRESS**

When you are teaching the pronunciation of a word, you can show the stressed part of the work in a visual, auditory or kinaesthetic ways as follows:
Visual – write the stressed part of the word in a different colour on the board.
Auditory – ask students to hum or sing the stress of the word with louder sounds on the stressed sound.
Kinaesthetic – ask students to step out the stress by taking steps around the room and making longer strides for the stressed part of the word.

**3D VOCABULARY**

Vocabulary and spelling can be practiced in 3D. For example, use 3D letter shapes to practice keywords or allow students to trace the letters in sand, clay or in the air in front of them.

**WORDS FROM BODIES**

Ask students to work in teams and to choose a word to review. Tell them make the word from their bodies. Each student should choose one letter to represent with their body. Each group then stands stand in a line and shows their word. Other students guess the word.

## Tip 6: Plan ways to adapt your lesson plan

You need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

**DIFFERENTIATE BY TASK**

If you think that a student will have a problem with a certain type of task, you can set them a slightly different task. For example, if the *Student Book* asks students to listen and draw a picture, give some students a partially drawn outline and ask them to fill in the missing detail, give others a blank page and ask them to draw the whole picture. Similarly, some units ask the student to listen and circle an item and students with *SEN* such as dyspraxia may find drawing the circle difficult. Ask these students to simply put a mark next to the correct item.

**DIFFERENTIATE BY RESPONSE**

You can differentiate by asking students to show their understanding of the lesson by responding in different ways, not always orally. For example, students can hold up a colored card to indicate whether they understand the point of the language presentation.
Red card = I don't understand.
Orange card = I understand some of it.
Green card = I understand all of it.
Individual mini-whiteboards are also useful ways for students to show their answers without having to speak in class. Students can draw or write their answer and hold up the mini-whiteboard. This is helpful for students with speech and language difficulties who do not like speaking in class and also for students who shout out answers inappropriately. If you cannot find mini-whiteboards, you can make them by laminating white A4 paper.

**DIFFERENTIATE BY CONTENT**

You can sometimes simplify the content of a task, particularly reading texts. Some students receive a simplified text but all students get the same questions on the text. Preparation for this can be time-consuming so you should only do this if you can use the material again with another class.

**DIFFERENTIATE BY RESPONSIBILITY**

Students who find it difficult to participate, perhaps because they have communication difficulties, can be included in the class by getting a job from the teacher. Try to match the job with the student's need. For example, students who find it hard to keep quiet or keep *on-task*, can be given the job of monitoring the noise of the group. They can indicate how the class is behaving with agreed signals: A frowning face card to show the group is too noisy or not speaking English, a neutral face card to show the group is becoming a bit too noisy or not using enough English, a smiley face card for groups who are on-track.

**DIFFERENTIATION UPWARDS**

It is important to think also about differentiation upwards, for those students who need more challenge and stretch. Easy ways to do this include:
Ask them to help another student.
Ask them to make up a test for other students.
Ask them to make up their own examples of the language.

### Tip 7: Work on class management

Clear, consistent classroom management is very important for students with *SEN*. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

SEATING PLAN
Do you have a seating plan for your classes? Some children need to sit near the teacher, some need to sit somewhere where they can see the teacher's face, some need to sit with other children who are positive role models, some, such as students with ADHD, need to sit away from distractions such as window blinds, radiators and projectors, some will need to sit near a door to feel safe. Work with the student to decide where is the best place for them to sit.
You will find more ideas for classroom management in section 3.

### Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with *SEN*. It is particularly important to work with parents/carers. Sometimes these parents/carers can seem challenging to the teacher as they often ask for meetings and have many ideas and questions about the teaching. Remember that they have often had to fight for their children's rights. They can be your best ally and source of support if you keep good relationships and communication with them. They know their child best and will often have helpful strategies to suggest.

You will find more ideas for working with parents/carers in section 4.

Other people who can help you include school psychologists, counsellors, speech and language therapists, occupational therapists, *SEN* organisations and charities. Try to find out what's available in your local area and keep a list of useful contacts

### Tip 9: Work with students' strengths

Try to find out what your students strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting. Students who find it hard to sit still might be very good at organizing teams and role play. Students who are struggling academically might be very kind and helpful to other students.

STUDENT OF THE WEEK
Introduce a student of the week or month award. Give this to a student who has shown some special skill during the class and choose skills not related to academic achievement. For example, your student of the week could be a student who is the kindest student, the student who showed most empathy with other students or the student who persevered the most.

## Section 2: Categories of SEN

### Cognition and learning

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Children with general learning difficulties usually have problems in many subjects. They are usually behind their peers in reading and writing. They can for example, have problems understanding abstract ideas or making generalizations from examples given to them. They usually have difficulty with basic literacy, numeracy and general understanding.

Some children have specific learning difficulties. These children have problems with a specific area of learning, but are not behind their peers in general learning.

Some of these specific learning difficulties may impact on a student's ability to learn another language but do not mean it is impossible for them to learn a language. *SEN* in this category include dyslexia and dyspraxia.

USE COLOUR
Students with cognition difficulties benefit from the use of different colours in learning. For example, colour code parts of words that have the same sound.
'c**at**, b**at**, s**at**, p**at**'

### Communication and interaction

The category of communication and interaction difficulties covers a wide range of problems. Children in this category have problems with speech, language, communication or a combination of all three. Their problems can range from mild to severe. This group includes students with autistic spectrum conditions (ASC), such as Asperger syndrome.

Speech and language difficulties can be productive and/or receptive. A student has problems with productive language when he/she has problems making others understand him/her. Students have problems with receptive language when they cannot understand another person's communication. For example, they cannot understand humour or the appropriate language for a social situation.

GIVING CHOICES
Give students with speech and language difficulties closed rather than open choices wherever possible. For example, ask them *Do you want the red or blue pen?* rather than *Which colour pen do you want?*

### Medical conditions

Some children have medical conditions that need on-going management and treatment. There are many medical conditions and they also range in severity. Your school should have a medical register with information on any medical conditions of your students that has been provided by their parents. All staff need to know where the register is kept and what to do in case of a medical emergency.

## Social, emotional and behavioural difficulties (SEBDs)

This category is the most difficult to define and can cause strong differences of opinion between teachers. We know that all children behave badly sometimes, it is a part of growing up. It can be difficult to know if a student's behaviour is a sign of a *SEN*. A child is usually considered to have social, emotional and behavioural difficulties when the problem behaviour occurs in many different situations, occurs frequently, is severe and not age appropriate. You will need to check with other teachers to find out if the student is behaving badly in all lessons or only English.

**CATCH ME BEING GOOD**

Give students with SEBDs a card with the title 'Catch me being good'. Tell them to leave this card on their desk. As you walk around the class, put a tick every time you notice that the student is on-task and behaving appropriately. These students need to be noticed positively and not always negatively.

## Sensory impairments

This category also covers a wide spectrum of need and ability. Children in this category have hearing, visual or physical impairments. These disabilities might not have an impact on their ability to learn a language. However, the teacher will need to make adjustments to the classroom. For example, it will be important to consider seating arrangements and the layout of furniture.

**REFRAME POOR BEHAVIOUR**

Sometimes a student is misbehaving because they cannot see or hear properly. Check this out before assuming a student is simply being naughty.

## Students with different L1

You may have some students in your class who have a different L1. These students might speak one language at home, another at school and English might be their third language to learn. This can affect their thinking and processing time and it can also affect them emotionally, they might feel quite displaced. Try to provide opportunities for them to share their culture and be sensitive when teaching materials such as holidays and traditions, which may cause the student to feel isolated and different. Praise their ability to learn different languages so that it becomes a positive and not a negative.

**PLAY WITH PRONUNCIATION**

If students are having trouble with English pronunciation, ask them to say the word as they would in their own language, exaggerating the 'wrong' pronunciation. Then ask them to say it in a very English way. Permission to use their own language system often leads to better English pronunciation!

## How can a teacher recognise that a student might have a SEN?

Although the teacher should not diagnose *SEN*, you are usually the first person to notice that a student is having problems. If you think these problems are more than you would expect at the student's age and stage of learning, you can use the checklist below to decide if further action needs to be taken. However, remember that all students have some of these problems at times so use the checklist with care.

There are further checklists for specific *SEN*s available on the website.

# Student inclusion checklist

**Name:** ..............................................................................................

☐ Am I sitting in the right place? Can I see and hear properly?
☐ Have I told the teacher what helps me to learn?
☐ Am I sitting next to a helpful friend?
☐ What can I do if I don't understand?
☐ Have I tried to talk to everyone in my class?
☐ Have I worked with any students who are new?
☐ Have I taken the time to see if anyone needs extra kindness or help?
☐ Do I know what other students are good at?
☐ Do I wait patiently if someone needs to speak?

Student inclusion checklist

**Name:** ..............................................................................................

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☐ Do I know what other students are good at?
☐ Do I wait patiently if someone needs to speak?

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# Section 3: Teaching tips for including students with SEN

In this section we will look at some more planning and management techniques for including students with *SEN*.

## Planning

### Physical layout

Consider the layout of the room and how suitable it is for all your students. For example, is it easy for students in a wheelchair to move around? Is there an area that can be used for role play or physical games and is there a quiet area? Some students, such as those with ASC, will need a quiet area away from the group to calm down when they get agitated.

### Visual displays

What is the impact of your environment on your students? Is your room stimulating enough but not over-stimulating for any students with sensory needs?

Have you got displays on the walls? Can you encourage students to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

### Sensitive topics

Try to be sensitive to your students' needs and think about the topics in your *Student Book*. If you are introducing family members for example, some students may live in complex, separated families and start to behave badly when asked to talk about their family. In *Unit 7* of ***Shine On!*** 1 students are asked to draw their family tree. If you think any students will have a problem with this, they can be given the choice of drawing the family of the characters from the book. Each level also introduces some holidays, for example Easter and Christmas. These might not be celebrated by some of your students and it might be an opportunity to ask about their festivals.

## Difficult tasks

### Craft activities

Be careful if you are using tasks that require the student to make things. Some students, for example those with dyspraxia, have difficulty holding and using scissors. They may need to read the instructions while another student makes the object.

### Writing tasks

Students with dyslexia have trouble reading and copying down words from the board. Students with dyspraxia have trouble holding a pen and writing. Try using different colours for different words or parts of words, make sure your own handwriting is clear and give students handouts wherever possible.

### Tasks that require focus and sitting still

Some students, such as those with ADHD, will find it hard to sit still and concentrate on longer tasks. These students need short tasks, praise for doing the right things, let them run around or stretch, give brain breaks. Acting out real situations will also appeal to these students.

### Brain breaks

Brain breaks are quiet calming points of your lesson where students can rest their brains. Students with *SEN* can often feel that their brain is overloaded with information and anxiety. Notice how long your class can concentrate and build in brain breaks for this time. Students can give their brain a short break by:

- Standing up and stretching
- Having a drink of water
- Closing their eyes and resting their head on the desk for a couple of minutes
- Spending a couple of minutes doodling
- Massaging their head.

### Spelling tasks

Teach students how to visualize words. Ask the student to imagine the word up high, visualizing it rather than sounding it out. They hold the word as a photo in their mind. Write new words on the right of your board, up high. This encourages students to access their visual memory.

### Words on the wall

Have a high frequency word bank on your wall, put the words on Velcro strips or use strips on the board. Students can then borrow a word from the wall when they need a reminder of how to spell it.

## Classroom management techniques

Teaching students with *SEN* is not about learning a secret magic formula. Good classroom management can really help them.

### Give clear instructions

Clear instructions are essential for all students, but particularly important for those with *SEN*. When you give instructions, use a non-verbal gesture to support the message. For example, point to your ear or show a picture of an ear to indicate *Listen*. Give an example of what you require and then get an example from your students to show they understand.

### Use visual reminders

Non-verbal signals are very effective for helping students with *SEN* to understand and remember what to do. Use non-verbal reminders for classroom routines and rules. For example, use visual aids to help with classroom discipline, for example to show when the group is going *off-task*, for example, traffic lights.

TRAFFIC LIGHTS

Put up a picture of traffic lights at the front of the classroom. Place an arrow next to the traffic lights. Point the arrow to green when the class is working *on-task*, point the arrow to orange when the group is getting distracted or *off-task* and point the arrow to red when the group is *off-task* and needs to focus.

### Lesson stages order

Use pictures to show the different stages of your lesson. For example, an ear for listening, a mouth for speaking. Put these pictures on the board at the start of your lesson to show the order of activities.

### Use your space

Think about your use of space in the room. Choose a place at the front of the class where you will try to always stand when giving instructions. Choose another place where you will stand when you are reminding about rules.

Think also about the energy you create in the room. If you are running around the room, you will create stress and make hyperactive students very restless, for example.

### Create structure

All students need structure and consistency to feel safe in the classroom and this is particularly true of students with *SEN*. Make sure you have clear classroom rules. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your students in making the rules. Even young students can do this. You can use the values in the ***Shine On!*** *Student Book* to make a class contract.

## Class contracts

Create class contracts with your students that focus on rules that will make the class safe and inclusive. Ask students to write down five rules for the class that they think would make learning safe and fun. Ask them to begin each rule with *In this class, we* … Give them some examples from the ***Shine On!*** *Student Book* values and encourage them to use these words.

Examples of values:

- *Be friendly*
- *Be careful*
- *Take turns*
- *Share things*
- *Be active*
- *We pay attention*
- *We listen carefully*

Examples of rules:

- *In this class we listen carefully to each other and the teacher*
- *In this class we are friendly to everyone*
- *In this class we are helpful to everyone*

You can then discuss which rules to use in the contract and put it up on your classroom wall. If students break the rules, come back to the class contract and discuss what is not working. Be specific about what you have noticed without naming students. Say *We have a rule about listening to each other and I have noticed that some students are laughing when some people are speaking. How can we stop that?*

## Teacher language

Teacher language greatly influences students. Many students with *SEN* do not understand or remember what they have been told to do. It is vital therefore to use assertive, clear language for instructions, praise and general comments in class.

### Say what needs to happen

Tell students what you want them to do, not what you don't want them to do. For example, say *Look at the board* rather than *Don't turn around*.

Do not repeat and rephrase instructions continually. Give them and give students a chance to process them.

### Name a positive intention

Find and name a positive intention behind an inappropriate behaviour. For example, saying *I know you want to show me you know the answer; I need you to put your hand up and wait*, is more positive than saying *Stop calling out all the time and disrupting the class*. If you have a student who is always making jokes about other students, you can say *I know you are very funny; you can be funny without being unkind.*

### Name the right thing

Praise students for doing the right thing, rather than always noticing when they do the wrong thing. For example, you can say *Thanks for waiting with your hand up* rather than *Stop interrupting*.

### Use inclusive language

Make sure to use the pronoun *we* whenever possible and keep the focus on group learning. For example, you can say *We are not learning well today; how can we all make that better?*

EXAMPLES OF POSITIVE CLASSROOM LANGUAGE

*Show me you are listening.*

*I know you want to show me you know the answer; remember the hands up rule.*

*We are not in a good learning state; how can we change that?*

*We are all part of a problem; how do we solve it?*

*Great learning today everyone.*

*Remember we wait patiently if someone needs more time to think and speak.*

*No put-downs in this class.*

*Who can tell me the rule for waiting our turn?*

*We don't speak to each other that way in this class.*

*Learning is not taking place now; how can we all change this?*

## Student involvement

### Study buddies

Children often understand each other's needs better than adults. They can help and support students with *SEN* and building relationships will help foster a positive climate for learning. *Study buddies* are students who agree to help another student. It can be done by asking the student with *SEN* who they would like to help them. Or you can give the job to a student who needs to experience responsibility. Emphasize that they will be helping each other at times as well. Sometimes a student with behavioural difficulties likes to help others and sometimes quiet students benefit from being a *study buddy* for someone with *SEN*.

### Thank you stars

Each student takes a piece of paper and draws a star on one side. On the other side they write something nice to each student in the class. This can be set up as a routine where the students can collect the stars from a place in the class and give them out at any time.

This activity encourages all students to focus on the strengths and positive attributes of each other.

### Listening to each other

In general in your class, encourage students to listen to each other by asking them to repeat what a student just said and doing choral repetition of good answers. You can say *So, John told us that…What did John tell us…?* and all the class repeat the answer together.

# Section 4: Work with parents/carers

## Communication

Open communication channels between home and school ensure that ideas can be shared and situations dealt with as they arise. Discuss with the parent/carer a way of keeping in contact that suits you and them. This might be email or phone calls. It is better to set a regular time and way of communicating rather than only contacting the parent/carer when a problem arises.

## Home–school notebook/diary

Use a home–school notebook/diary where parents/carers and the teacher can write important information and feedback on the day.

## Meetings with parents/carers

When planning meetings with parents/carers, try to find times that are convenient for them. If they cannot attend, check if another family member is able to represent them. Consider the best place to hold the meeting. If it is in a formal office, it might be intimidating for the parent/carer. Do not sit behind your desk, this will make the parent/carer feel like a child sitting on the other side.

## Praise postcards

Parents/carers of students with *SEN* are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of postcards with positive pictures on them. Try to send a positive message to the parents on the postcard throughout the school year. Focus on something specific, such as progress made in speaking or listening.

## Acceptance of *SEN*

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have *SEN*. Be respectful of their feelings and remember that teachers should not give diagnoses. Focus on the problems you see the student having in class and ask if they have noticed similar issues at home. Try to frame the interventions as a positive step. You can say *I understand that this is worrying, but I can see John is really trying hard and would like to find ways to support him more.* Use inclusive language and say '*How can **we work on this together?***'

## Objections from other parents

Parents of other students in your class might sometimes be concerned that their child is in a class with a student with *SEN*. They may be worried that their own child will not make good progress if the teacher is dealing with the needs of students with *SEN*.

These parents want reassurance from you as the teacher that that their child is not being overlooked. Emphasize that all students benefit from learning in inclusive classrooms because they will learn to value diversity, difference, develop empathy and understanding of others' needs, something that is valuable for all citizens, for a society to flourish.

# Checklist for communication with parents / carers

- ☐ Have I got a system for regular communication?
- ☐ Do I send home positive reports regularly?
- ☐ Do I use inclusive language *we* rather than *you*?
- ☐ Do I describe what has happened rather than judge it?
- ☐ Have I acknowledged their feelings and objections?
- ☐ Do I use open questions, *How* … *Tell me* … rather than closed?
- ☐ Do parents get advance warning of meetings and are they set up to accommodate their timing?
- ☐ Have I suggested the parent can bring a friend / supporter?
- ☐ Does the meeting take place in a friendly place or is the room and set-up intimidating?

## Section 5 : Exercises to develop empathy and listening skills

Build activities into your lesson planning that encourage all students to develop the skills of listening and understanding each other. In this way you will create an inclusive ethos in your classes. Here are some techniques for doing this that can be adapted for different language points and different levels.

### Shadowing and doubling

In role plays, ask two students to share one role. One student stands behind their partner and helps them with language (by whispering in their ear to give encouragement or new language). Alternatively, one student stands behind their partner and taps them on the shoulder when they want to take over.

### Answer for me

Ask one student (A) to come to the front of the class. Then ask two other students who know this student to come and stand behind student A. The class should then ask student A questions. Students B and C must answer on behalf of student A. For example, the class could ask *What's your favourite food?* and students B and C must guess what student A would answer. Student A can nod or shake their head to indicate if the answer is correct. This activity means students have to imagine what it is like to be someone else in the class. Language topics can be chosen according to the level of the group.

### Think, pair, share

When you ask the class a question: First give students two minutes to think on their own, then one minute to share their answer with another student, then ask pairs to share their ideas with the group/class. This gives students time to process questions and think of a response.

### Collective identity.

Encourage the class to make predictions about their classmates. For example:

*All of us* …

*Some of us* …

*None of us* …

When they have agreed on statements, put these statements on the wall and add to them as the year goes on. A student can make a prediction and see if it's correct. If it's correct, put it on the wall.

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## Checklist for possible further action

**Name:** ..................................................

- ☐ Is the problem across all classes and all times of day?
- ☐ Is the problem in certain class groupings?
- ☐ Who is the student sitting with? Does this make a difference?
- ☐ Can the student hear and see properly?
- ☐ Does the student remember and follow instructions?
- ☐ Does the student have problems starting and / or finishing tasks?
- ☐ Can the student focus on their own work for longer periods of time?
- ☐ Is the student easily distracted?
- ☐ Can the student wait for their turn in class and in group work?
- ☐ Is the student generally able to interact with other students?
- ☐ What kinds of tasks can the student do?
- ☐ When the student is engaged, what engages them?
- ☐ Is the work too easy or too difficult? How do you know?
- ☐ Is the student able to ask for and accept help from the teacher?
- ☐ Does the work involve a lot of writing? Sitting still? Copying from the board?
- ☐ Does the student find this difficult?
- ☐ Is there a big difference between the student's spoken and written ability?
- ☐ Is the student often in trouble because of poor behavior?
- ☐ Does the student have trouble with remembering information and recently learned facts – Visually? Auditory?

## Inclusion checklist for teachers

**Class:** ..................................................

- ☐ Do I know if any of my students have SEN?
- ☐ Have I checked the medical register?
- ☐ Have I included activities for different learning styles in my lesson?
- ☐ Do I know all my students names and the correct pronunciation?
- ☐ Do I make sure that my instructions are clear and checked in different ways?
- ☐ Are all students able to cope with the assigned tasks and activities or do I need to differentiate?
- ☐ Have I designed my classroom to allow movement and participation of all students?
- ☐ Have I included a quiet area?
- ☐ Are my rules / routines clear and stated positively? Have students been involved in designing them?
- ☐ Do I have a variety of rewards / consequences that are well known to my students?
- ☐ Do I give students an opportunity to work with all their classmates? Do I use a variety of group work and pairwork?
- ☐ Do I promote an ethos of belonging and co-operation?
- ☐ Do I always demonstrate respect for my students and value their contribution? Do I use inclusive and positive language?
- ☐ Have I got students with a different L1? Have I tried to find out about their culture and language?
- ☐ Do I give students opportunities to show their strengths and interests?

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# Starter Unit
# Welcome Back!
## Lesson 1 pages 2–3

**Classroom Presentation Tool**

### Objectives

To introduce the main course characters.

To sing a song.

To present and practice four new items of vocabulary.

To review numbers.

### Language and structures

**Active:** *computer game, model, yo-yo, top; numbers 1–10; I'm ... Welcome back!*

**Passive:** *sing, listen and point, say, listen and number, read and stick, chant; Who is it? Can you see (Ellie)? What's number (1)?*

### Materials

Starter Unit flashcards; Class Audio CD 1; Megabyte puppet; Starter Unit Lesson 1 stickers

### Warmer

- Say *Hello, I'm* (teacher's name). *Welcome back!* Wave to the class. Ask students to stand up, say hello, and say their name as they wave to you. For example, *Hello, I'm (Nadia). Welcome back!* Put students into pairs. Ask them to turn and say *Hello, I'm (Daniel). Welcome back!* to their partner. Pair them up with another student next to them and say hello again.

### 1 Sing. 1•01

- Play the *Shine On!* song once for students to listen and do the actions, if they know them from level 2.
- Play the song again. Encourage students to sing along.

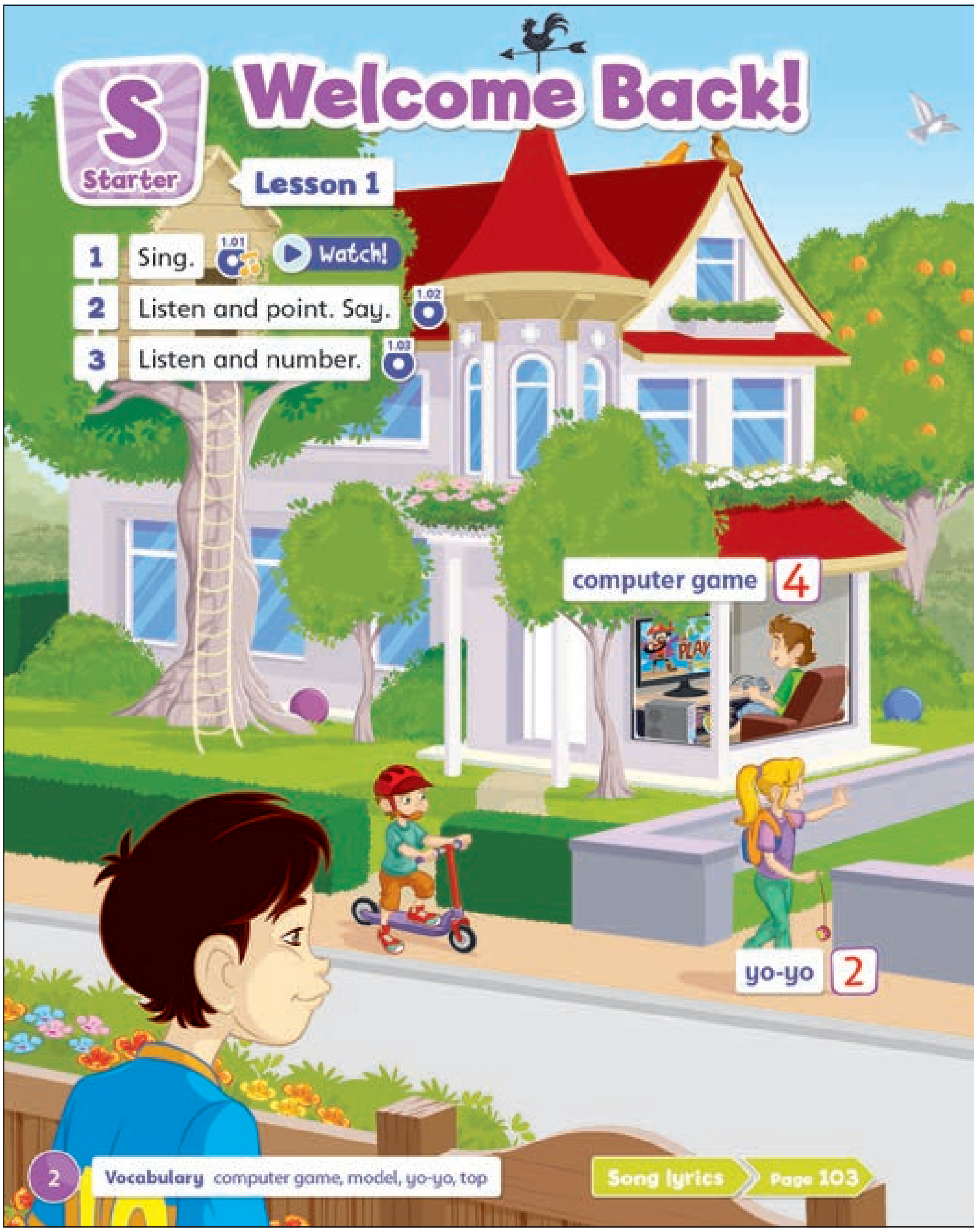
### Shine On! Song

Hello, hello. It's English time!
Hello, hello. It's time to shine!
Let's be friendly and wave hello!
We can shine, shine on!

*Chorus*
*Come on, everyone! Let's sing our song.*
*Shine on! Shine on!*
*It's time to shine! It's time to shine!*
*Shine, shine on!*

Hello, hello. It's English time!
Hello, hello. It's time to shine!
Let's work together, you and me.
We can shine, shine on!

*(Repeat chorus x 2)*



S Starter

Welcome Back!

Lesson 1

1 Sing. 1.01 Watch!

2 Listen and point. Say. 1.02

3 Listen and number. 1.03

computer game 4

yo-yo 2

2 **Vocabulary** computer game, model, yo-yo, top

Song lyrics Page 103

### 2 Listen and point. Say. 1•02

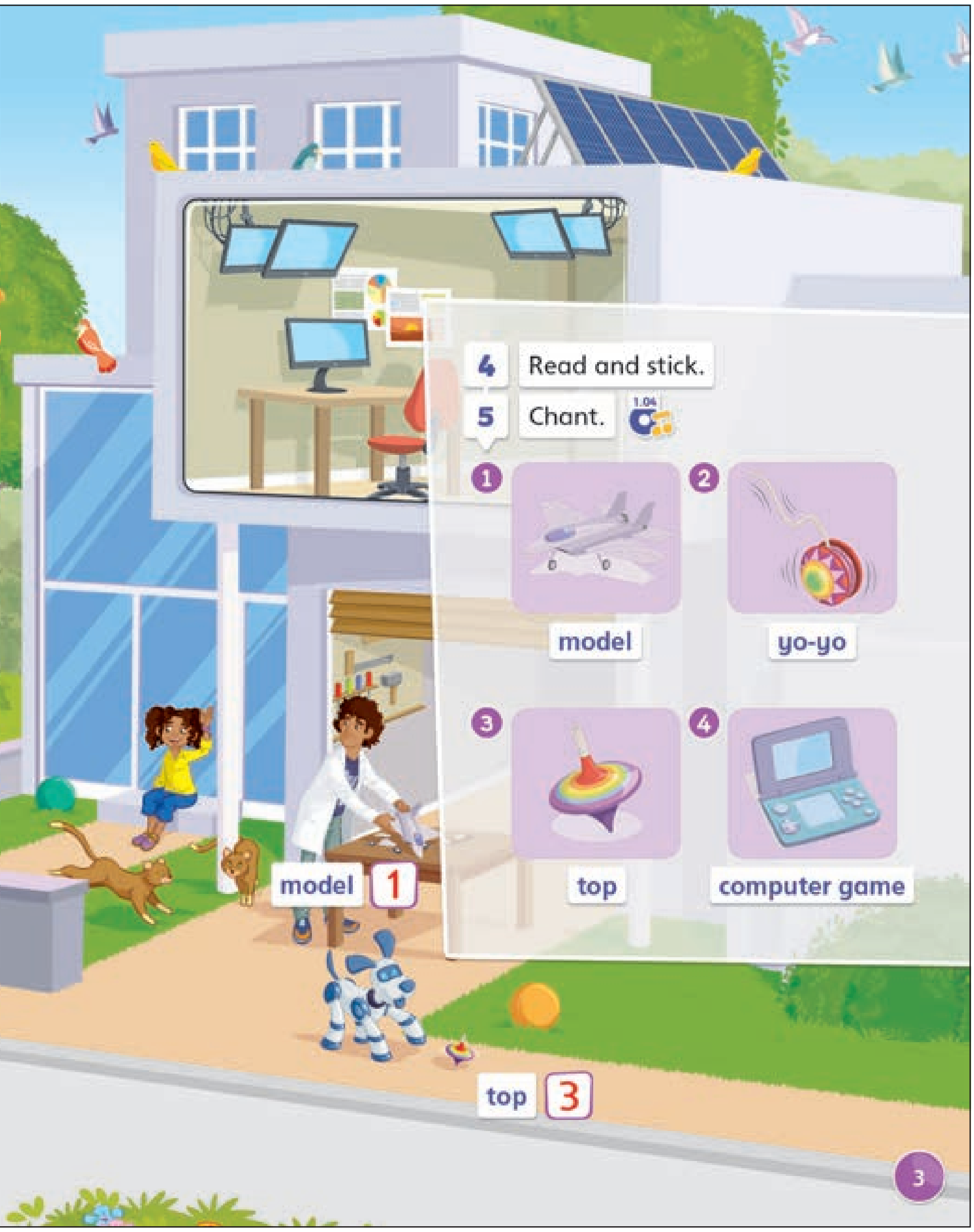
- Hold up the Megabyte puppet and ask *Who is it?* Use the puppet to say *Hello. I'm Megabyte! Welcome back!* Encourage students to say *Hello, Megabyte! Welcome back!* Ask the class if they can remember the names of Megabyte's friends (*Lucy, Jack, Ellie,* and *Uncle Alex*).
- Books open. Point to Jack in the main picture and ask *Who is it?* Point to the house and say *Is it Jack's house?* Point to Lucy and Uncle Alex and repeat the questions. Ask the class *Can you see Ellie? Can you see Megabyte?*
- Use the Megabyte puppet and the flashcards to introduce the new words, or bring examples of the toys to class. Hold up or point to the flashcards and say the words for students to repeat (see *How to …* section on using puppets Teacher's Book page 29).
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.
- Point to some of the other items in the picture students may know and ask them what they can see, e.g. *boy*, *ball*, *scooter*, *house*, *tree*, *cat*, *bird*, *backpack*, *yard*, *table*, etc. Elicit colors and numbers, e.g. *a blue ball*, *two cats*.

### Transcript

computer game, model, yo-yo, top
top, model, computer game, yo-yo

### 3 Listen and number. 1•03

- Ask the class to count with you and hold up your fingers as you count from 1–10 together. Tell the class to repeat the numbers, counting on their own.
- Point to the four answer boxes next to each toy in the picture. Say *Listen and number. Write 1, 2, 3, or 4.*
- Play the recording. Pause after the first item to check students have understood (*1 model*). Play the remainder of the recording for students to write the numbers.



4 Read and stick.

5 Chant. 1.04

1 model

2 yo-yo

3 top

4 computer game

model 1

top 3

3

- Ask students to check their answers in pairs before checking together as a class.

### Transcript

1 model
2 yo-yo
3 top
4 computer game

### 4 Read and stick.

- Point to the sticker spaces on page 3 and say *Read the words*. Point to each word and read it aloud as a class.
- Ask students to turn to the stickers section in the Student Book. Say the names of the toys in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 3*. Students stick the stickers in the correct spaces on page 3.
- Check answers by asking students to point to the stickers and say the words.

**TEACHING TIP**

With a less confident class, name and stick each sticker with the class or ask students to work in pairs.

**21ST CENTURY SKILLS**

**Information literacy**

Students acquire and interpret knowledge whilst thinking critically.

### 5 Chant. 1•04

- Play the chant once for students to listen and point to the stickers.
- Play the chant again encouraging students to join in and point to the stickers or the flashcards.

### Transcript

model, model, model
yo-yo, yo-yo, yo-yo
top, top, top
computer game, computer game,
computer game

### Finisher

- Play *Musical flashcards*. See Ideas Bank (Teacher's Book page 141) for instructions.

**EXTRA VOCABULARY**

sidewalk
road
tree house
ladder
roof
solar panel
lab
modern
old
helmet

**Further practice**
Workbook page 2

### Notes

# Lesson 2 page 4

Classroom Presentation Tool

## Objectives

To review a grammar structure.

To review vocabulary from lesson 1.

To review vocabulary from level 2.

## Language and structures

**Active:** *Do you like (models)? Yes, I do. No, I don't.; yo-yo, model, computer game, top; kite, dog, cat, teddy bear, scooter, bird, animals (level 2), toys (level 2)*

**Passive:** *listen and read, say, listen and draw, circle or make an x*

## Materials

Starter Unit flashcards; Level 2 Unit 6 (animals) and Unit 8 (toys) flashcards; Class Audio CD 1

### Warmer

- Play the chant from Starter Unit Lesson 1 page 3 ◎ 1.04 for students to listen and join in if possible.
- Play *Little by little* using the Level 2 Units 6 and 8 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen and read. Say. ◎ 1·05

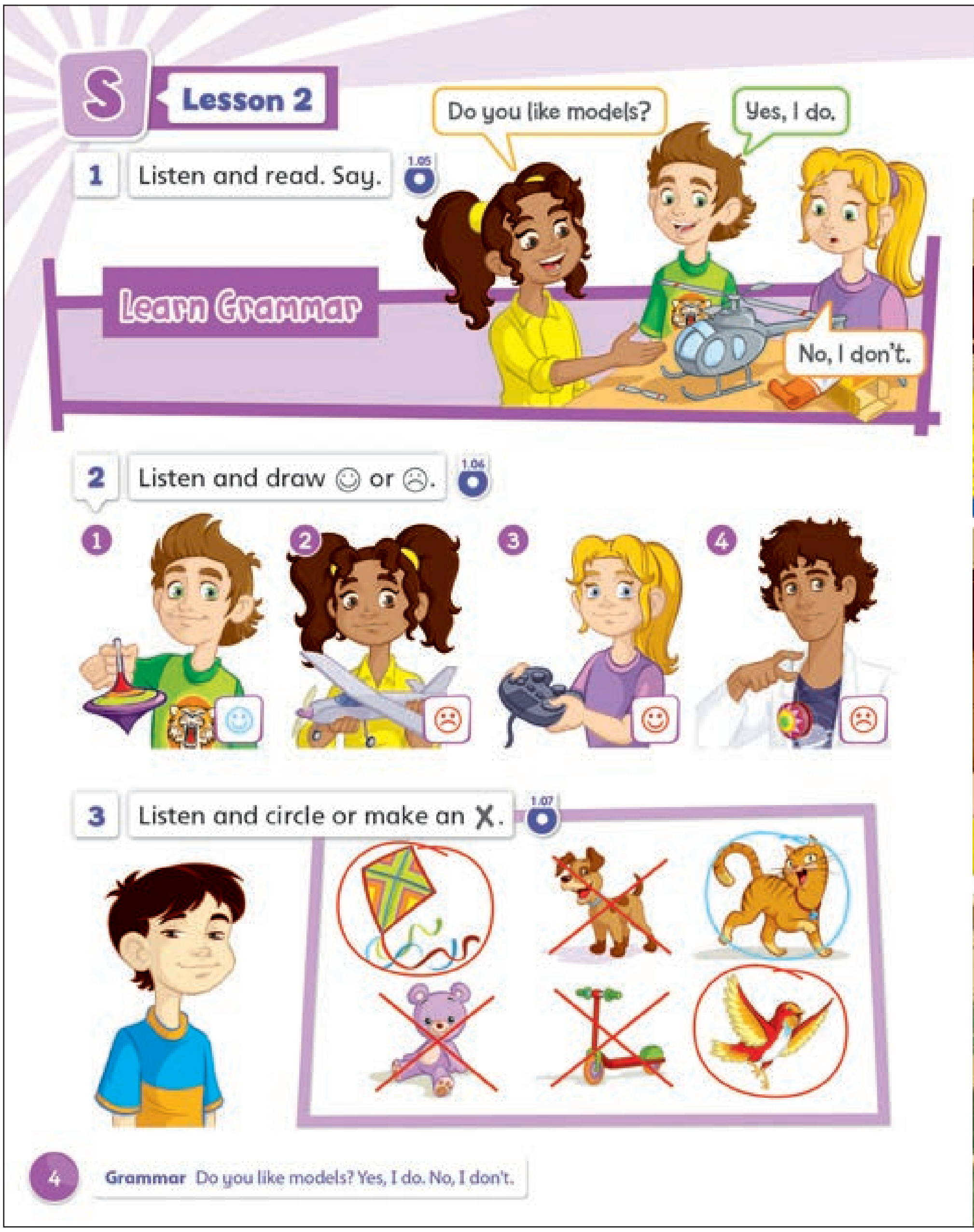
- Play the recording for students to listen and read the dialogue. Play it again and encourage students to repeat the grammar structure.
- Put students into pairs and ask them to read the dialogue with their partner. Ensure pairs swap roles.
- Write *Do you like models?* on the board. Point to the plural *s*. Explain to the class that we use the plural form in these questions because we're talking about *models, yo-yos, toys* in general.
- Place the flashcards on the board and elicit the words. Point to the *yo-yo* flashcard and ask a confident student *Do you like yo-yos?* Encourage them to answer using the correct structure *Yes, I do. / No, I don't.* Draw a smiley face on the board if the student answers *Yes, I do.* and a frowny face on the board if a student answers *No, I don't.*
- Repeat with the remaining flashcards.

### Transcript

**Lucy:** Do you like models?
**Jack:** Yes, I do.
**Ellie:** No, I don't.

### 2 Listen and draw ☺ or ☹. ◎ 1·06

- Tell students to look at the pictures and elicit the name of each toy.


S Lesson 2

1 Listen and read. Say. 1.05

Do you like models?

Yes, I do.

Learn Grammar

No, I don't.

2 Listen and draw ☺ or ☹. 1.06

1 2 3 4

3 Listen and circle or make an ✗. 1.07

4 Grammar Do you like models? Yes, I do. No, I don't.

- Explain that they are going to listen and draw a smiley face for *Yes, I do.* or a frowny face for *No, I don't.*
- Ask students to check their answers in pairs before checking as a class. Ask *Do you like (tops)?* and elicit the correct answer, e.g. *Yes, I do.*

### Transcript

1 Do you like tops? Yes, I do.
2 Do you like models? No, I don't.
3 Do you like computer games? Yes, I do.
4 Do you like yo-yos? No, I don't.

### 3 Listen and circle or make an ✗. ◎ 1·07

- Point to the pictures and elicit the vocabulary, e.g. *kite, dog, cat, teddy bear, scooter,* and *bird.*
- Ask *Do you like (cats)?* Draw a large circle on the board and elicit *Yes, I do.* Draw a large ✗ on the board and elicit *No, I don't.* Point to the picture of the cat and ask the question again. Elicit the correct answer *Yes, I do.*
- Point to the other pictures and say *Listen. Circle for Yes, I do. X for No, I don't.*
- Play the recording.
- Ask students to check their answers in pairs and then check as a class.

### Transcript

Do you like cats? Yes, I do.
Do you like scooters? No, I don't.
Do you like birds? Yes, I do.
Do you like kites? Yes, I do.
Do you like teddies? No, I don't.
Do you like dogs? No, I don't.

21ST CENTURY SKILLS

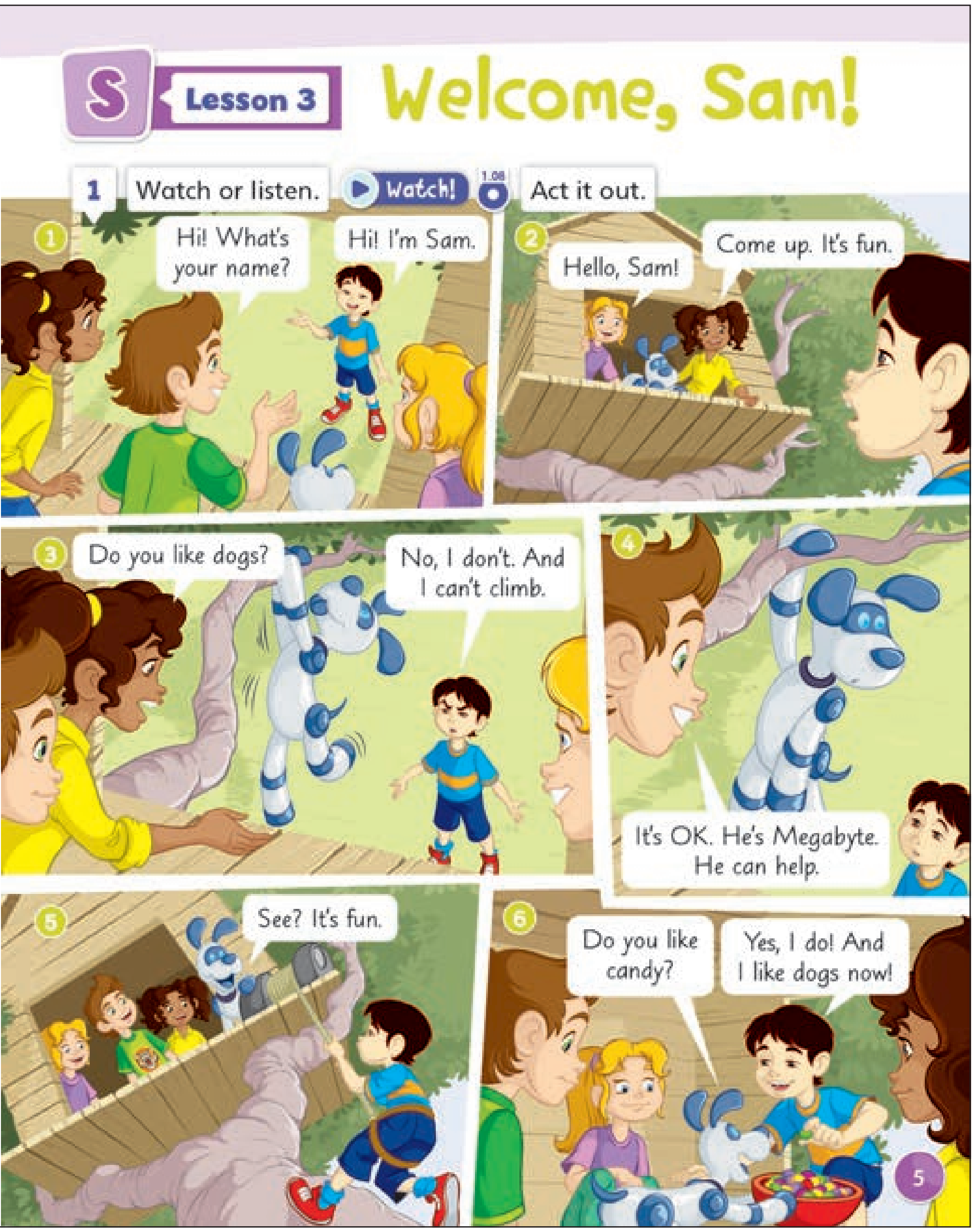
**Critical thinking and problem-solving**

Students learn to collect and interpret data.

### Finisher

- Play *Yes or No.* See Ideas Bank (Teacher's Book page 141) for instructions. Use the level 2 flashcards.

**Further practice**
Workbook page 3



S **Lesson 3** Welcome, Sam!

1 Watch or listen. Watch! 1.08 Act it out.

1
Hi! What's your name?
Hi! I'm Sam.
2
Hello, Sam!
Come up. It's fun.
3
Do you like dogs?
No, I don't. And I can't climb.
4
It's OK. He's Megabyte. He can help.
5
See? It's fun.
6
Do you like candy?
Yes, I do! And I like dogs now!
5

## Lesson 3 page 5

**Classroom Presentation Tool**

### Objectives

To review the vocabulary in the context of the story.

To review the vocabulary using the grammar from lesson 2.

### Language and structures

**Active:** *Do you like (dogs)? Yes, I do./ No, I don't.; Sam, fun, climb, help, candy, actions (level 2); I can …, I like …*

**Passive:** *watch or listen, act it out; Who is he? What's your name? I'm (Sam). Come up. It's fun. I can't (climb). He can help.*

### Materials

Starter Unit flashcards; Level 2 Unit 5 flashcards (actions); Class Audio CD 1; Megabyte puppet, pieces of paper, a ball, two shoe boxes

### Warmer

- Play the *Shine On!* song from Starter Unit Lesson 1 page 2 ◎ 1.01 for students to listen and join in with. Encourage students to do the actions as they sing.
- Play *Mime the word.* See Ideas Bank (Teacher's Book page 140) for instructions. Use the level 2 Unit 5 flashcards.

### 1 Watch or listen. ◎ 1•08 Act it out.

- Point to the first frame of the story and ask students who they can see (*Lucy, Jack, Megabyte, Ellie, a boy*).
- Point to Sam and ask *Who is he?* Encourage the class to read the first frame to find the answer. With a less confident class, read or play the first frame for the class to listen and find the name.
- Play the recording. Encourage students to point to the correct pictures as they listen.
- Play the recording again. Pause to ask students questions about each frame: 1 *Where are the children? (In a tree house in the yard.)* 2 *What do the children want Sam to do? (Come up.)* 3 *How does Sam feel? (He's sad.) Why is he sad? (He doesn't like dogs and he can't climb.)* 4 *What can Megabyte do? (He can help.)* 5 *What is Sam doing? (He's climbing.)* 6 *How does Sam feel? (He's happy.) Why is he happy? (He likes candy and dogs!)*
- Look at the pictures again. Ask questions using some of the recycled vocabulary mentioned in the story. Ask *Do you like dogs/candy? Can you climb?*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

**TEACHING TIP**

With a less confident class, allow students to act along with the recording.

**21ST CENTURY SKILLS**

**Communication**

Students learn to understand meaningful texts of different genres.

### Extension activity

Write *I can*, and *I like* on the board. Place a flashcard of an action you can do below *I can* and say, e.g. *I can (swim).* Write *swim* next to *I can* to create a sentence *I can swim*. Place a flashcard of something you like below *I like* and say, e.g. *I like (dogs)*. Write *dogs* next to *I like* to create a sentence *I like dogs.*

Hand out a piece of paper to each student and ask everyone to fold their pieces of paper in half. Tell the class to draw a picture of one thing they *can* do in one half. Then have students draw one thing they *like* in the other half of their paper. Students then write a sentence about each picture using the correct structure. Move around the class offering help.

Put students into pairs to talk about their pictures, e.g. *I can jump. I like computer games.* If you have time, swap pairs and repeat.

### Finisher

- Play *True or False*. See Ideas Bank (Teacher's Book page 141) for instructions. Use the Starter Unit and Level 2 Unit 5 flashcards. Use a scrunched up ball of paper if you don't have a ball.

# Unit 1 My Bedroom
## Lesson 1 pages 6–7
Classroom Presentation Tool

### Objectives
To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures
**Active:** *window, clock, bookshelf, closet, door, lamp, yo-yo; rooms*

**Passive:** *numbers 1–6; What's number (1)?*

### Materials
Unit 1 flashcards; Starter Unit flashcards; Level 2 Unit 4 flashcards (rooms); Class Audio CD 1; Megabyte puppet; Unit 1 Lesson 1 stickers

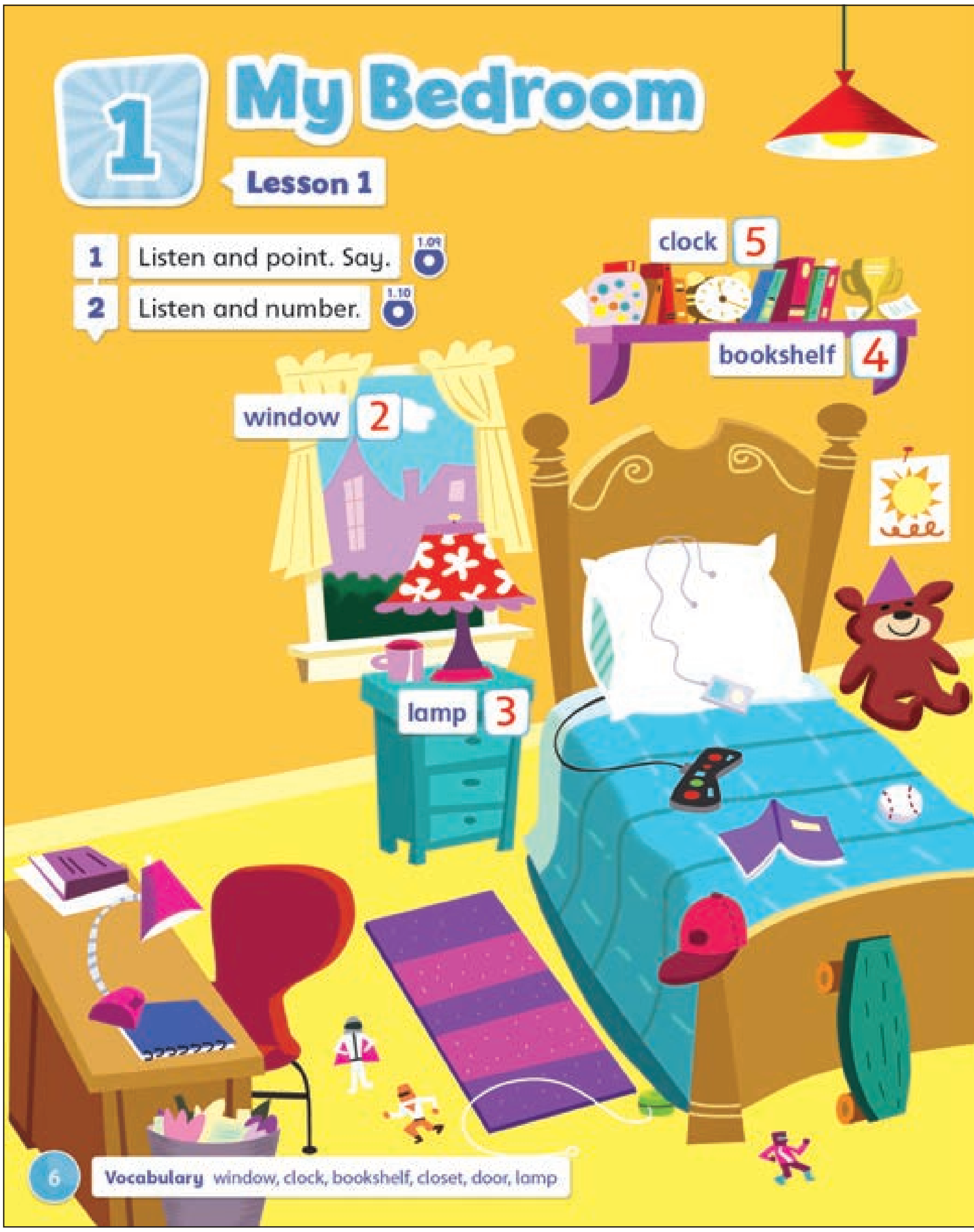
### Warmer
- Play *Fast flashcards.* See Ideas Bank (Teacher's Book page 140) for instructions. Use the Level 2 Unit 4 flashcards to review room vocabulary.
- Place the *bedroom* flashcard on the board and ask what you usually find in a bedroom. Listen to the students' ideas and praise them.

### 1 Listen and point. Say. 1•09
- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Ask the students what Megabyte is showing them (*a bedroom*). Play the recording for students to listen and point to the items in the picture. Play the recording again for them to listen, point, and repeat the words.

### Transcript
window, clock, bookshelf, closet, door, lamp
lamp, closet, clock, bookshelf, window, door

### Extension activity
With a more confident class, ask students to take turns calling out the words for the rest of the students to point to and say.

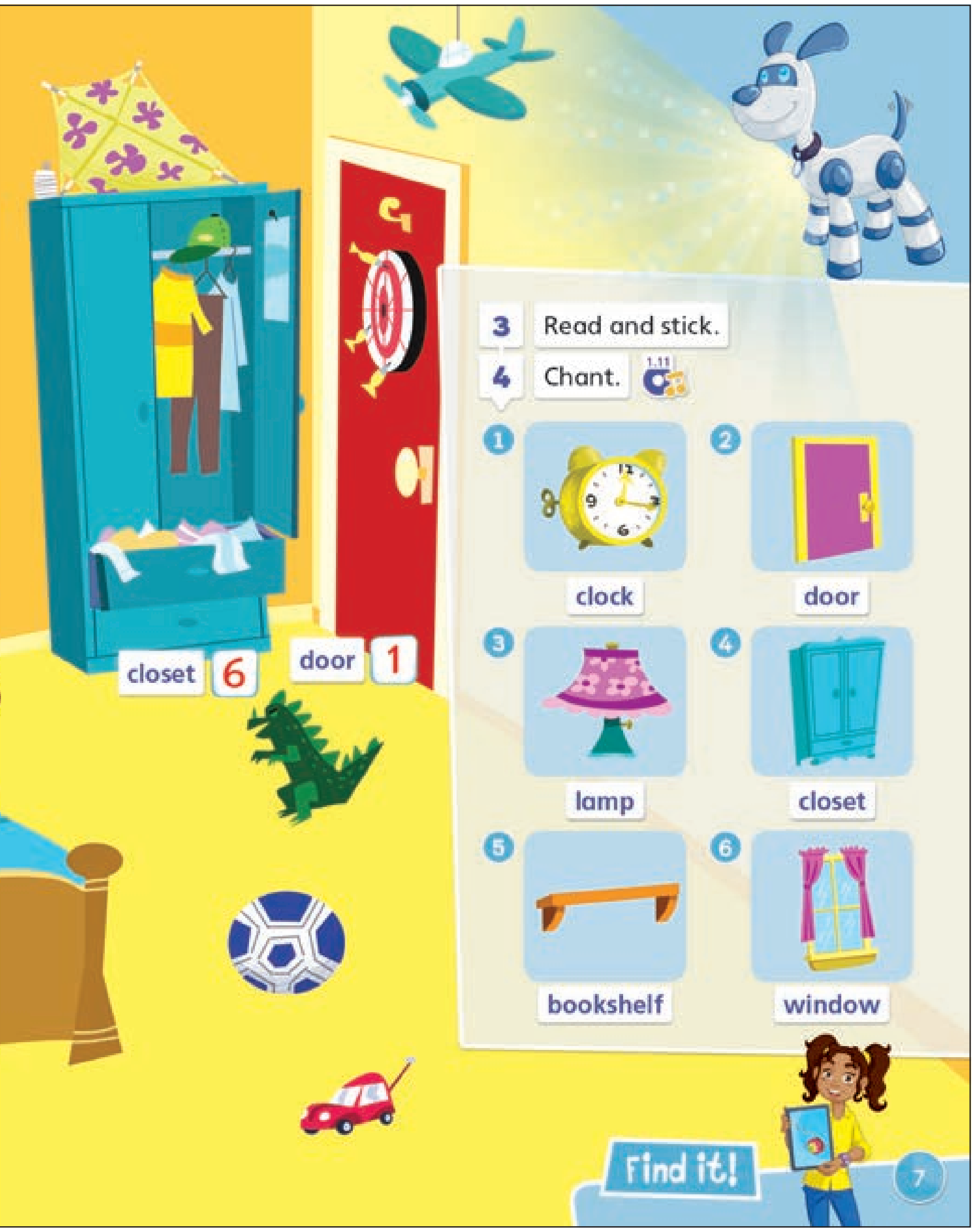
With a less confident class, say the words yourself, first slowly and then faster and faster.


1
My Bedroom
Lesson 1
1 Listen and point. Say. 1.09
2 Listen and number. 1.10
clock 5
bookshelf 4
window 2
lamp 3
6
Vocabulary window, clock, bookshelf, closet, door, lamp

### 2 Listen and number. 1•10
- Point to the six answer boxes next to each item on pages 6–7. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording, pausing after the first item to check the answer (*1 door*) and that the students have written the number 1 in the correct box.
- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask the students to check their answers in pairs before checking together as a class.

### Transcript
1 door
2 window
3 lamp
4 bookshelf
5 clock
6 closet

### Notes



3 Read and stick.

4 Chant. 1.11

1 clock

2 door

3 lamp

4 closet

5 bookshelf

6 window

### 3 Read and stick.

- Point to the sticker spaces on page 7 and say *Read the words*. Point to each word and read it aloud as a class.
- Ask the students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 7*. The students stick the stickers in the correct spaces.
- With a more confident class, encourage students to stick the stickers independently. With a less confident class, name and stick each sticker in turn with the class or ask the students to work in pairs.
- Check answers by asking the students *What's number (1)?*

**TEACHING TIP**

To check answers, write the numbers 1–6 on the board and put each flashcard on the board next to its corresponding number.

### 4 Chant. 1•11

- Play the chant once for the students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Hand out the flashcards to students around the room. Play the chant once more. When students hear the word on their flashcard, they hold it up. The rest of the class points to it. Repeat, giving the flashcards to different students.

### Chant

clock, clock, clock
door, door, door
lamp, lamp, lamp
closet, closet, closet
bookshelf, bookshelf, bookshelf
window, window, window

**21ST CENTURY SKILLS**

**Media literacy**

Students consolidate their knowledge of key vocabulary through chanting the words to music.

### Find it!

- Point to Lucy's tablet and ask the students what they can see (*a yo-yo*). Ask them to find the yo-yo in the main picture. (It's next to the bed and the rug on page 6).
- Tell the students to turn to the Picture Dictionary for Unit 1 (Student Book page 82) and find the yo-yo. Elicit what color the yo-yo is in the main picture on page 6 (*green*). Ask them to color the yo-yo in the Picture Dictionary the same color.

### Fast finishers

- Ask fast finishers to find other items they know in English in the picture and point to and name them with a partner.

### Finisher

- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

**EXTRA VOCABULARY**

drapes
dart board
desk
dinosaur
jar
model airplane
MP3 player
mug
pillow
wastebasket

**Further practice**

**CD-ROM: Vocabulary Worksheet Unit 1 Lesson 1**

**Workbook page 4**

# Lesson 2 pages 8–9

**Classroom Presentation Tool**

## Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the lesson 1 vocabulary.
- To sing a song using the lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.
- To talk about a value.

## Language and structures

**Active:** *Where's the (clock)? It's (on) the (bookshelf); on, in, under, next to; bedroom objects, cat, T-shirt*

**Passive:** *write, make the bedroom, tick-tock; What is it? We put away our things.*

## Materials

Unit 1 flashcards; Class Audio CD 1; Craft worksheets Unit 1 Lesson 2; scissors, glue, colored pens; *Our Values* sticker

## Warmer

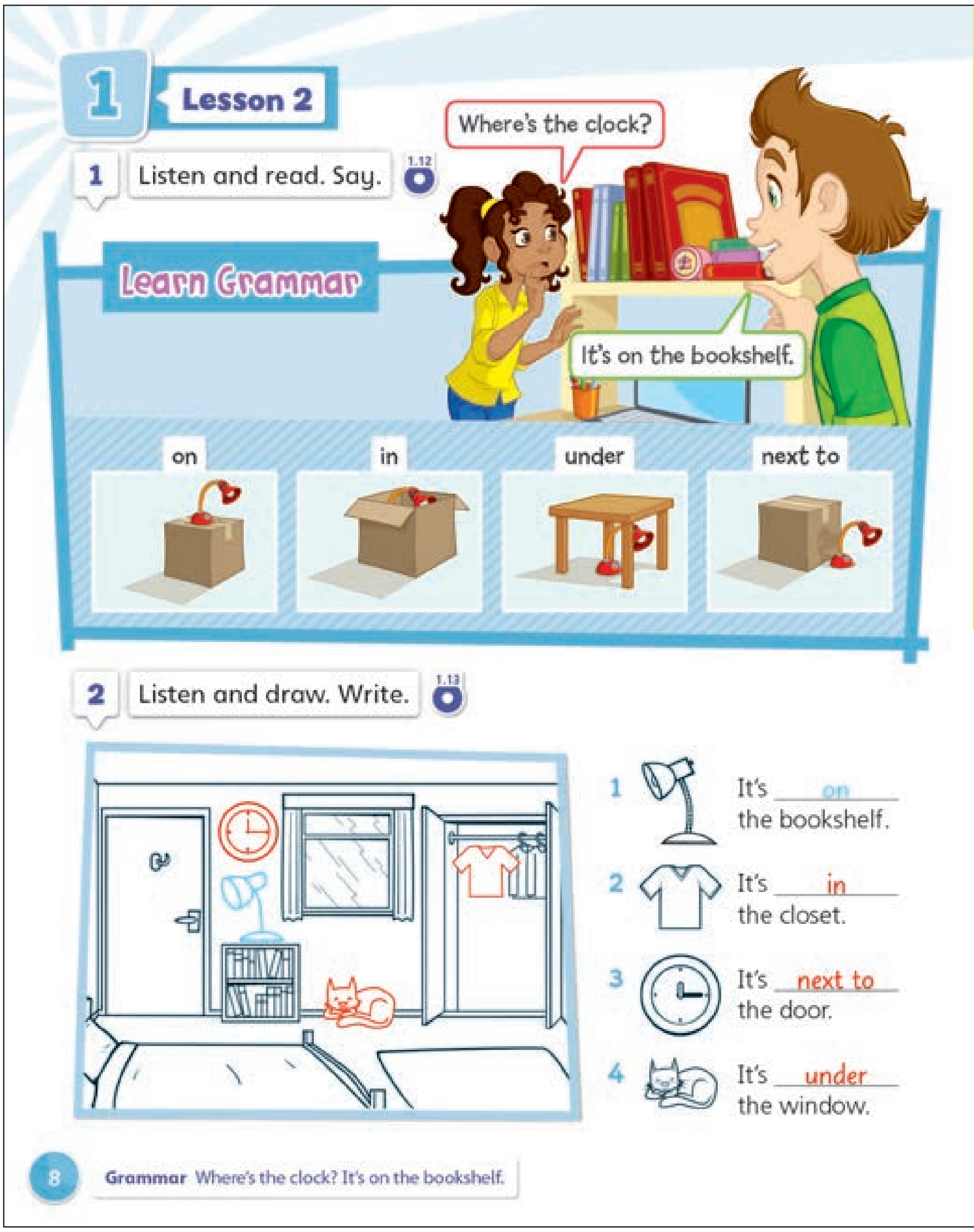
- Play the chant from Unit 1 Lesson 1 page 7 1.11 for students to listen and join in.

**TEACHING TIP**

Place the bedroom objects flashcards around the room and ask students to point to the correct object as they say the chant.

## 1 Listen and read. Say. 1•12

- Point to the picture and ask students what they can see (*Lucy, Jack, bookshelf, books, clock, lamp, table, box*).
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Draw a simple bookshelf on the board and place the clock flashcard on it. Ask *Where's the clock?* Hold your hands palms up to show it's a question. Elicit the answer *It's on the bookshelf.* Point to the clock on the bookshelf.
- Draw three boxes and a table on the board as in activity 1. Place the four Starter Unit flashcards *on, in, under,* and *next to* each box/table. While you do this, model the sentence using the preposition, e.g. *It's on the box.* and write the preposition, e.g. *on*, on the board next to the drawing.
- Ask four confident students where each of the objects on the flashcards is, e.g. *Where's the yo-yo?* and elicit the correct answer *It's under the table,* etc.



1 Lesson 2

1 Listen and read. Say. 1.12

Learn Grammar

Where's the clock?

It's on the bookshelf.

on in under next to

2 Listen and draw. Write. 1.13

1 It's on the bookshelf.

2 It's in the closet.

3 It's next to the door.

4 It's under the window.

8 Grammar Where's the clock? It's on the bookshelf.

- Repeat, asking the whole class to give you the correct answers.

### Transcript

**Lucy:** Where's the clock?
**Jack:** It's on the bookshelf.

## 2 Listen and draw. Write. 1•13

- Point to the small pictures numbered 1–4. Ask *What is it?* as you point to each object. Elicit *It's a (lamp/T-shirt/clock/cat).*
- Point to the bedroom to the left and ask *What can you see?* Elicit the bedroom objects. Ask *Where's the lamp?* Elicit *It's on the bookshelf.*
- Say *Listen and draw.* Play the recording, pausing after each item to give students time to draw. With a less confident class, play the recording twice. Move around the room checking that students are drawing only.
- Ask the students to check their answers in pairs before checking together as a class. Ask *Where's the (T-shirt)? It's (in) the (closet),* etc.
- Point to the small pictures numbered 1–4 again and explain that the students need to write the correct word (*on*, *in*, *under*, or *next to*). Ask them to work independently.
- Ask students to check their answers in pairs before checking together as a class.

### Transcript

1 Where's the lamp? It's on the bookshelf.
2 Where's the T-shirt? It's in the closet.
3 Where's the clock? It's next to the door.
4 Where's the cat? It's under the window.

3 Sing. 1.14 Watch!

Song!

Tick Tock

4 Make the bedroom. Say.

Where's the lamp?

It's on the bookshelf.

Our Values

We put away our things.

Song lyrics Page 103 Practice Page 86

9

### 3 Sing. 1•14

- Play the *Where's the Clock?* song once for the students to listen. Encourage them to point to the bedroom objects in the picture every time they are mentioned.
- Play the song again. Model actions or create them with the class, e.g. hold your palms up as you sing *Where's the clock?*; cup an ear as you sing *Listen*; shake your finger and point to your eye as you sing *Don't look*. Ask the students to help you create an action for *tick-tock*.

### Where's the Clock? Song

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's on the bookshelf, on the bookshelf.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's next to the door, next to the door.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's under the window, under the window.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.
It's in the closet, in the closet.
There's the clock. Tick-tock. Tick-tock.

Where's the clock? Oh, where's the clock?
Listen. Don't look! Tick-tock.

It's next to the lamp, next to the lamp.
There's the clock. Tick-tock. Tick-tock.

### Culture note

*Tick-tock* is the sound a clock makes in English.

21ST CENTURY SKILLS

### Media literacy

Students learn to express language and ideas creatively through song.

### 4 Make the bedroom. Say.

- Hand out the Craft worksheets and tell the class they are going to make a bedroom. Ask what materials they think they will need (scissors, glue, and colored pens). Students color the bedroom and six objects and then cut them out.
- Model the activity with a confident student. Place the lamp on the bookshelf and ask *Where's the lamp?* Elicit the reply *It's on the bookshelf.*
- Put the students into pairs. They take turns placing their objects in the room in a different place and asking and answering questions. Move around the class, offering help if necessary and giving praise.

### Extension activity

With a more confident class, ask students to stick their bedroom objects onto the bedroom and write sentences describing where they are.

### Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We put away our things*). Ask why it's important to put away our things (*So that everyone can find them next time they need them, to keep the classroom clean*, etc). Listen to the students' ideas and praise them.
- Ask the class if they put away their materials after the craft activity, and remind them to try and always do this after an activity and at the end of the class. Congratulate the students and award them with the values sticker. They stick the sticker in the space on page 9.

### Finisher

- Play *Tic-Tac-Toe*. See Ideas Bank (Teacher's Book page 141) for instructions. Ask students to use the prepositions in a sentence, e.g. *It's on the table*.

### Further practice

**Extra Practice Student Book page 86**
**Workbook page 5**

# Lesson 3 pages 10–11

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *rug, poster, toy chest, nightstand; See you later. Have a nice day; bedroom objects, prepositions; It's (under) the (rug).*

**Passive:** *write the words, listen and repeat; It's time for school. Let's go! Come on. There you are! Where's the (rug)?*

## Materials

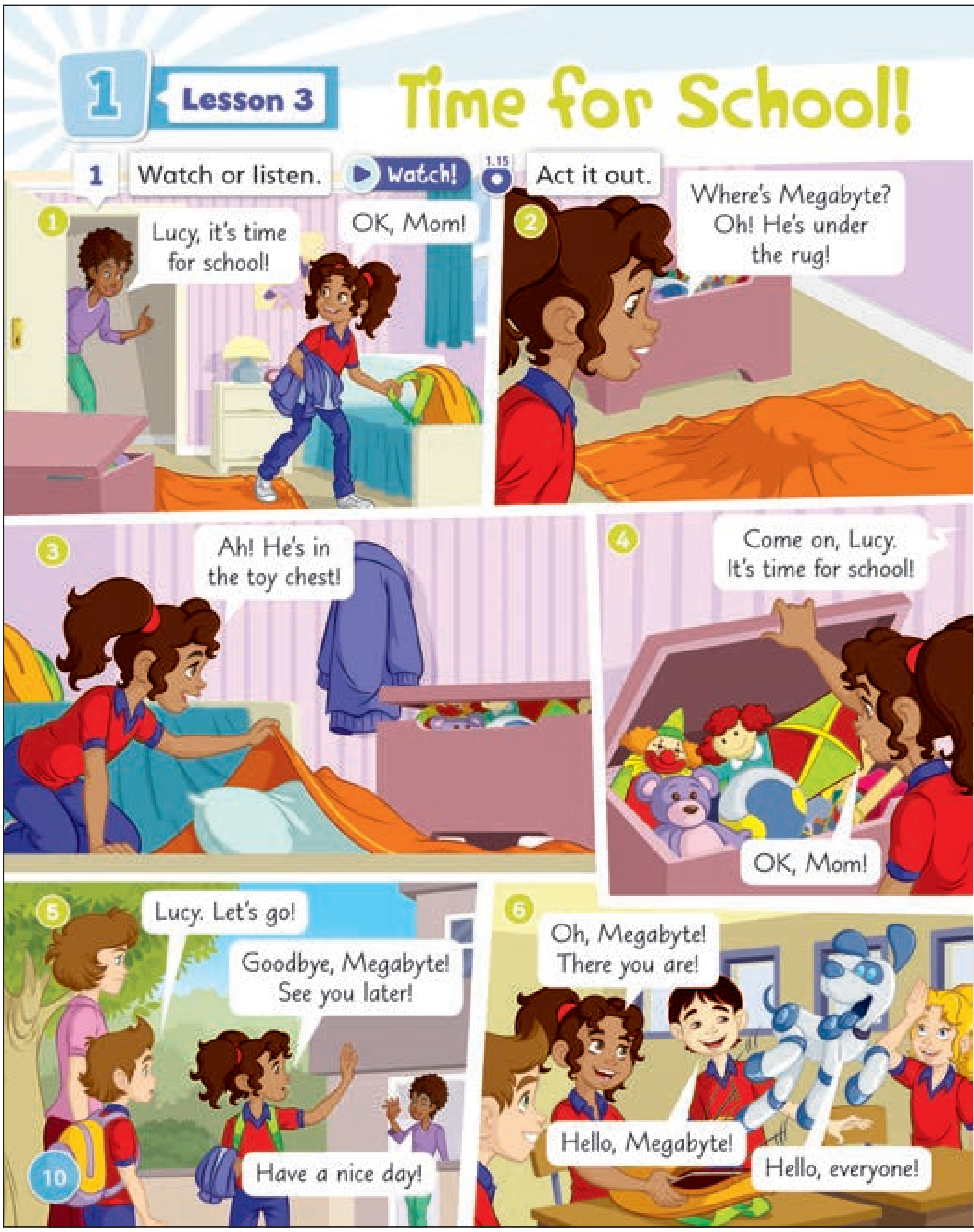
Unit 1 flashcards; Class Audio CD 1; Megabyte puppet

### Warmer

- Play the *Where's the Clock?* song from Unit 1 Lesson 2 (page 9) 1.14 for the students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. 1•15 Act it out.

- Point to the first frame of the story and read the dialogue. Ask students who they can see in the picture (*Lucy* and *Lucy's mom*).
- Ask *Where's Lucy?* (*In the bedroom*). Ask *Where is she going?* Don't confirm any answers yet.
- Play the recording, encouraging students to point to the correct pictures as they listen. Ask again *Where is Lucy going?* (*to school*)
- Play the recording again, pausing to ask questions about each frame: 1 *Where's Lucy's backpack?* (*It's on the bed.*) 2 *Can you see Megabyte?* (*No.*) 3 *Is Megabyte under the rug?* (*No.*) 4 *Can you see Megabyte?* (*No.*) *Is Megabyte in the toy chest?* (*No.*) 5 *Who can you see?* (*Jack, Jack's mom.*) *How does Lucy feel?* (*Sad.*) *Why?* (*She can't find Megabyte.*) 6 *How does Lucy feel now?* (*Happy.*) *Why?* (*Megabyte is in her backpack!*)
- Look at the story again. Ask, e.g. *Where's the clock/bed/kite/teddy bear?* Elicit answers, e.g. *It's (next to) the (bed).*


1
Lesson 3
Time for School!
1 Watch or listen.
Watch!
1.15
Act it out.
1
Lucy, it's time for school!
OK, Mom!
2
Where's Megabyte? Oh! He's under the rug!
3
Ah! He's in the toy chest!
4
Come on, Lucy. It's time for school!
OK, Mom!
5
Lucy. Let's go!
Goodbye, Megabyte! See you later!
Have a nice day!
6
Oh, Megabyte! There you are!
Hello, Megabyte!
Hello, everyone!
10

- Divide the class into groups to act out the story. Allow the students time to practice in their groups. Then invite groups to act out the story for the class.

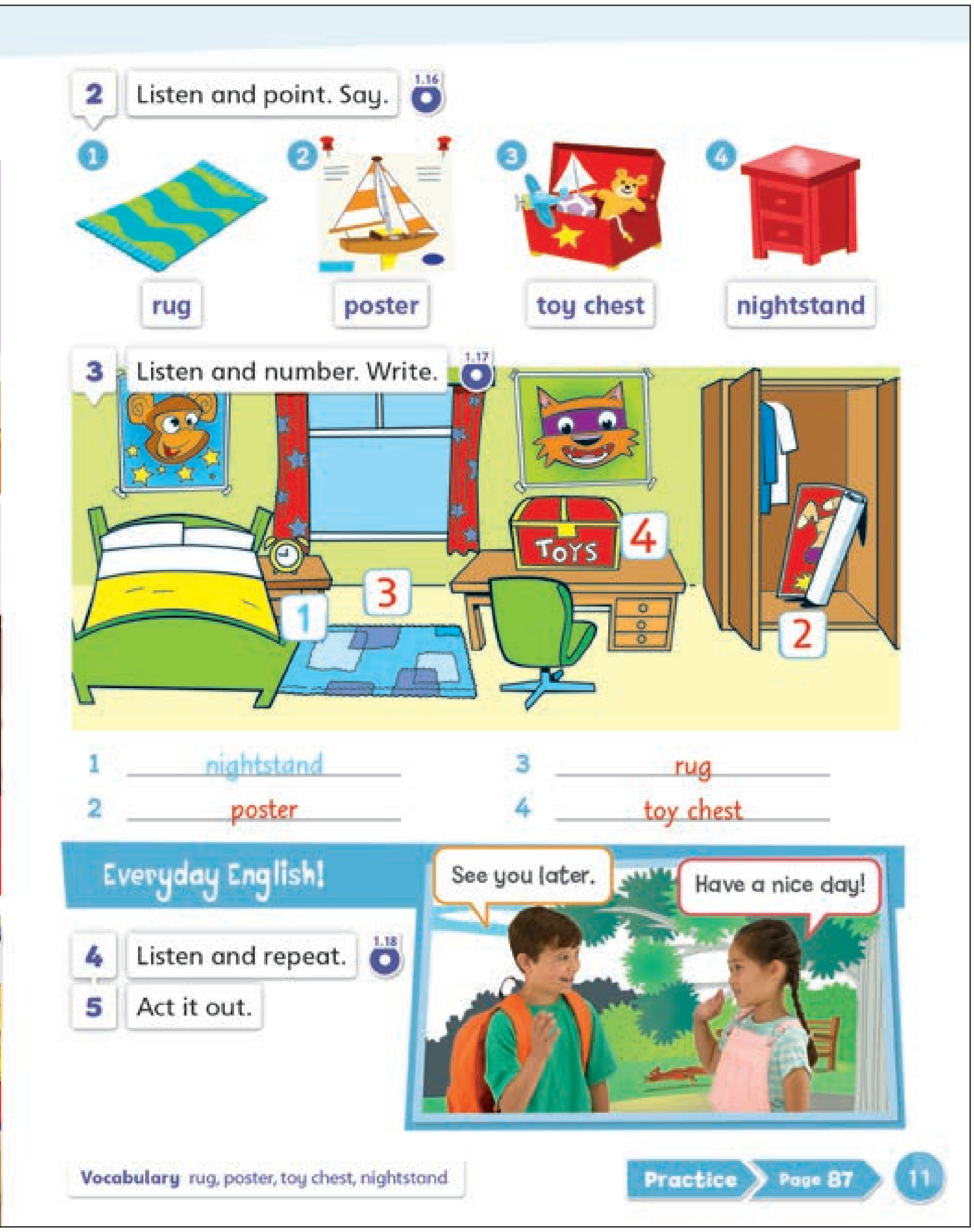
**TEACHING TIP**

With a less confident class, allow the students to act along with the recording.

**Further practice**

Workbook page 6

## Notes



2 Listen and point. Say. 1.16

1 rug
2 poster
3 toy chest
4 nightstand

3 Listen and number. Write. 1.17

1 nightstand
2 poster
3 rug
4 toy chest

Everyday English!

4 Listen and repeat. 1.18

5 Act it out.

**Vocabulary** rug, poster, toy chest, nightstand

Practice Page 87 11

## 2 Listen and point. Say. 1•16

- Introduce the new words with the Megabyte puppet and the flashcards. Slowly reveal the flashcards from behind a piece of paper and place them on the board. Encourage the students to repeat the words.
- Play the recording for the students to listen and point to the correct pictures in their books. Play the recording again for them to listen, point, and say the words.
- Ask students to find and point to the items in the story and say the words. Ask *Is Megabyte under the rug? Is he in the toy chest?*

### Transcript

rug, poster, toy chest, nightstand
toy chest, rug, nightstand, poster

## 3 Listen and number. Write. 1•17

- Ask students what they can see in the picture.
- Point to the four answer boxes next to each item in the picture and say *Listen and number. Write 1, 2, 3, or 4.*
- Play the recording, pausing after the first item, and ask *What's number 1?* (*nightstand*). Point to the example answer in the picture.
- Play the remainder of the recording, pausing for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask the students to check their answers in pairs before checking together as a class.
- Point to the writing lines below the picture and say *Now write the words.* Refer students to the spelling of the vocabulary in activity 2.
- Ask students to check their answers in pairs before checking together as a class.

### Transcript

1 Where's the nightstand? It's next to the bed.
2 Where's the poster? It's in the closet.
3 Where's the rug? It's under the window.
4 Where's the toy chest? It's on the desk.

**Fast finishers**

Ask fast finishers to number other items in the picture and write the English words for each item in their notebooks.

## 4 Listen and repeat. 1•18

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Boy 2:** See you later.
**Girl 2:** Have a nice day!

21ST CENTURY SKILLS

**Communication**

Students learn to communicate in an appropriate and meaningful context.

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet or with more confident students.
- Play some music and ask students to stand and move around the room. Pause the music. Tell students to turn to the classmate closest to them and repeat the exchange. Encourage them to act it out by waving and walking away. Play the music again and repeat several times.
- Tell students they can use this exchange whenever they say goodbye to someone in English. Encourage them to use this exchange when they leave the class and say goodbye at the end of the day.

## Finisher

- Play *Kim's game*. See Ideas Bank (Teacher's Book page 140) for instructions.

**Further practice**

**Extra Practice Student Book page 87**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 1 Lesson 3**
**Workbook page 7**

# Lesson 4 page 12

Classroom Presentation Tool

## Objectives

To present a CLIL concept (Geography).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *to the left of, to the right of, in front of, behind; It's (to the left of) the (closet); bedroom objects, rooms, box*

**Passive:** *circle the correct word, Make a plan, house; Where's the (closet)? What's (to the left of) (the closet)?*

## Materials

Unit 1 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 1 Lesson 4; colored pens; glue, home magazines (optional)

### Warmer

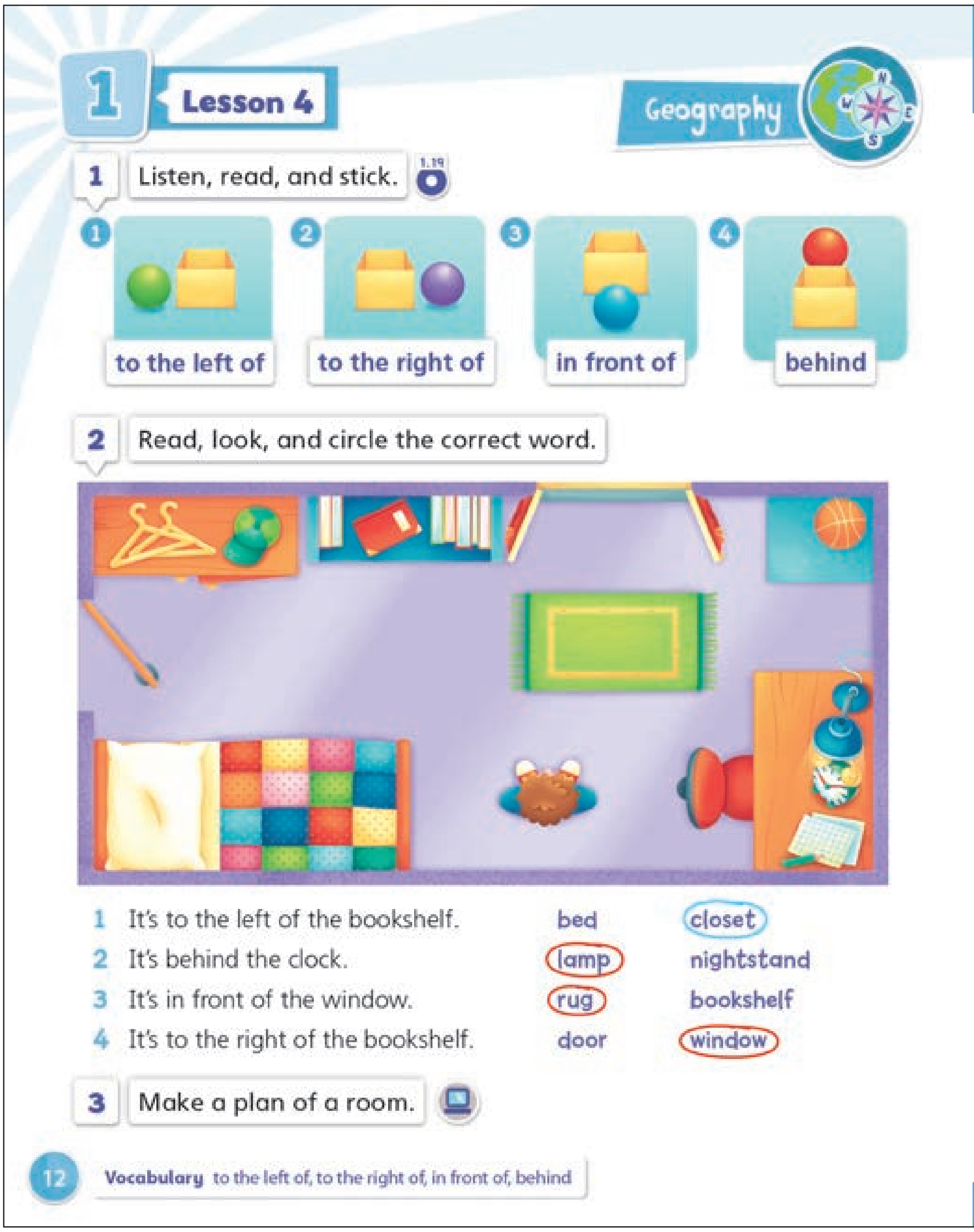
- Play *Find the flashcards.* See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen, read, and stick. 1•19

- Books closed. Write the words *left* and *right* on the board. Ask two confident students to come to the front of the class and stand facing the board with their backs to the rest of the class. Say *To the left of.* Move one student to the left of the other. Repeat *To the left of.* Move that same student now to the right of the other. Say *To the right of.* Repeat *To the right of.*
- Ask both students to turn to face the class and move one student in front of the other. Point to the student standing in front and say *In front of.* Repeat *In front of.* Move that student behind the other and say *Behind.* Repeat *Behind.*
- Books open. Point to activity 1 and say *Listen and read.*
- Play the recording. Pause after each item and ask the students to point to the picture and read the word aloud.
- Ask students to turn to the stickers section in the Student Book and find the CLIL stickers and get them ready. Say *Stick your stickers on page 12.*
- Check answers by asking *Where's the ball? It's (to the left of) the box.*

### Transcript

1 to the left of
2 to the right of
3 in front of
4 behind



1 Lesson 4

Geography

1 Listen, read, and stick. 1.19

1 to the left of
2 to the right of
3 in front of
4 behind

2 Read, look, and circle the correct word.

1 It's to the left of the bookshelf. bed [✓ closet]
2 It's behind the clock. [✓ lamp] nightstand
3 It's in front of the window. [✓ rug] bookshelf
4 It's to the right of the bookshelf. door [✓ window]

3 Make a plan of a room.

12 **Vocabulary** to the left of, to the right of, in front of, behind

### 2 Read, look, and circle the correct word.

- Ask students what they can see in the picture and elicit the bedroom objects.
- Read the first sentence below the picture *It's to the left of the bookshelf.* Ask *Where's the bookshelf?* Students point to it. Then ask *What's to the left of the bookshelf? (closet).*
- Ask students to check their answers in pairs before checking together as a class.

**21ST CENTURY SKILLS**

**Critical thinking and problem-solving**

Students read and collect data to solve problems.

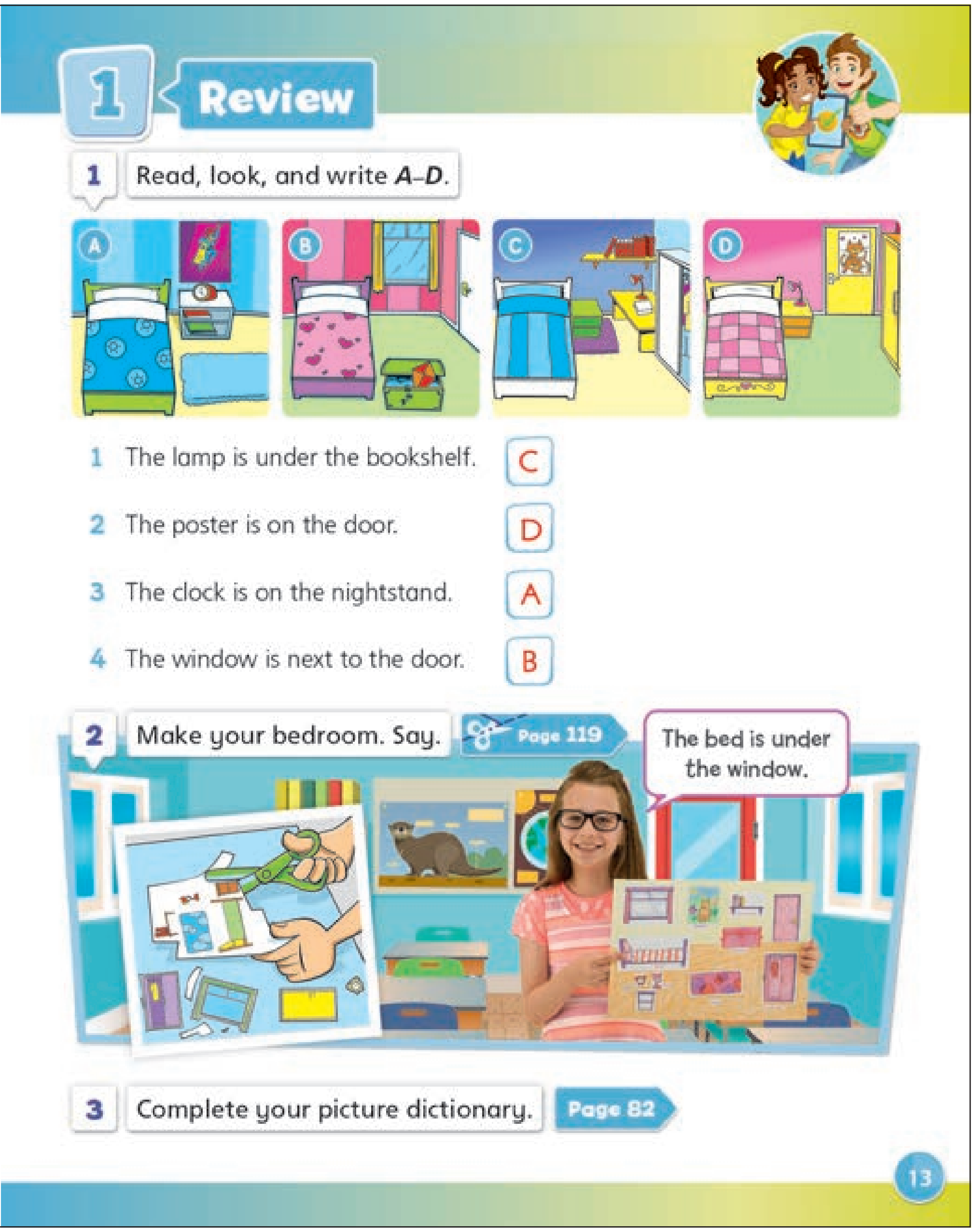
### 3 Make a plan of a room.

- Hand out CLIL worksheets and tell the class they are going to make a plan of a room.
- If necessary, start an example together on the board. Draw a few items and elicit from the class where they are, e.g. *The closet is to the right of the bookshelf.*
- Tell students to draw all eight objects in the space labeled *My room.*
- Give the students time to draw their room plans. Then put them into pairs. Tell them not to show their plan to their partner. They ask and answer questions about their partner's room, e.g. *Where's the (rug)? It's (next to) the (bed). To the left or to the right? It's to the (left).* They draw their partner's room plan in the space labeled *My friend's room.* When they have finished, they compare plans to see if they were correct.

### Finisher

- Play the *Where's the Clock?* song from Unit 1 Lesson 2 page 9 1.14.

**Further practice**
Workbook page 8



## 1 Review

1 Read, look, and write *A–D*.

1 The lamp is under the bookshelf. C

2 The poster is on the door. D

3 The clock is on the nightstand. A

4 The window is next to the door. B

2 Make your bedroom. Say. Page 119

The bed is under the window.

3 Complete your picture dictionary. Page 82

## Review page 13

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

### Language and structures

**Active:** *bedroom objects, prepositions; Where's the (clock)? It's (on) the (bookshelf). The (bed) is (next to) the (nightstand).*

**Passive:** *Is it picture A, B, C, or D? read, look and write, complete the picture dictionary*

### Materials

Unit 1 flashcards; Class Audio CD 1; Craft worksheet Unit 1 Review; scissors, colored pens, paper, glue

### Warmer

- Play *Four in a row*. See Ideas Bank (Teacher's Book page 141) for instructions.

### 1 Read, look, and write *A–D*.

- Ask students to look at pictures A–D and say what objects they can see in each bedroom.
- Read the first sentence *The lamp is under the bookshelf*. Ask *Is it picture A, B, C, or D?* (Picture C). Say *Read, look, and write A, B, C, or D*.

### 2 Make your bedroom. Say.

- Point to the photo in the Student Book and ask what the student is holding (a picture of a bedroom).
- Hand out Craft worksheets and tell the class they are going to make a bedroom.
- Students color and cut out the objects and stick them onto a piece of paper to create a bedroom. Ensure they know to place their objects *on*, *in*, *under*, *next to*, *behind*, *to the left/right of*, or *in front of* something else, because they will be describing where things are.
- When the class is ready, read the speech bubble in the Student Book or invite a confident student to read it. Model the activity by holding up a ready-made bedroom and describe where things are, e.g. *The bed is under the window. The rug is next to the bed.*
- Put the students into pairs. They take turns describing their pictures. Move around the class offering help if necessary. Ask students questions about their bedrooms, e.g. *What's that? Is it a (bed)? Where's the (lamp)?*

**TEACHING TIP**

Put the preposition flashcards on the board for support.

### Fast finishers

Ask fast finishers to draw additional objects in their bedroom or write sentences about where the bedroom objects are.

### Extension activity

Put the class into groups of four. Number each student 1, 2, 3, and 4.

Tell the students to listen and move within their groups. Say, e.g. *Number 1 is in front of number 2*. Student number 1 in each group moves in front of student number 2. Repeat with different instructions. Play for 4–5 minutes.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 82 of their Student Books and look at the Picture Dictionary section for Unit 1.
- Point to each of the pictures and ask the students to say the words in English.
- Students write the words in English on the writing lines below each picture. With a less confident class, allow students to work in pairs. Refer them to the spelling of the vocabulary in Unit 1.
- Move around the class asking questions, e.g. *What is it? Is it a (rug)?*
- Students can then color the items in the Picture Dictionary.

**21ST CENTURY SKILLS**

**Initiative and self-direction**

Students implement different strategies to learn English.

### Finisher

- Play *Change places*. See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**

**Unit 1 Test**

**Workbook page 9**

# Unit 2 Wild Animals
## Lesson 1 pages 14–15

**Classroom Presentation Tool**

### Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures

**Active:** *lizard, alligator, owl, mouse, otter, tortoise*

**Passive:** *door; Do you like (dogs)? Yes, I do. / No, I don't.*

### Materials

Unit 2 flashcards; Level 2 Unit 6 flashcards (animals); Class Audio CD 1; Megabyte puppet; Unit 2 Lesson 1 stickers

### Warmer

- Play *Little by Little*. See Ideas Bank (Teacher's Book page 140) for instructions. Use the Level 2 Unit 6 flashcards to review animals.
- Place the flashcards on the board. Point to different animals and ask the class, or individual students *Do you like (dogs)?* Elicit the answers *Yes, I do./No, I don't.*

### 1 Listen and point. Say. 1•20

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

**TEACHING TIP**

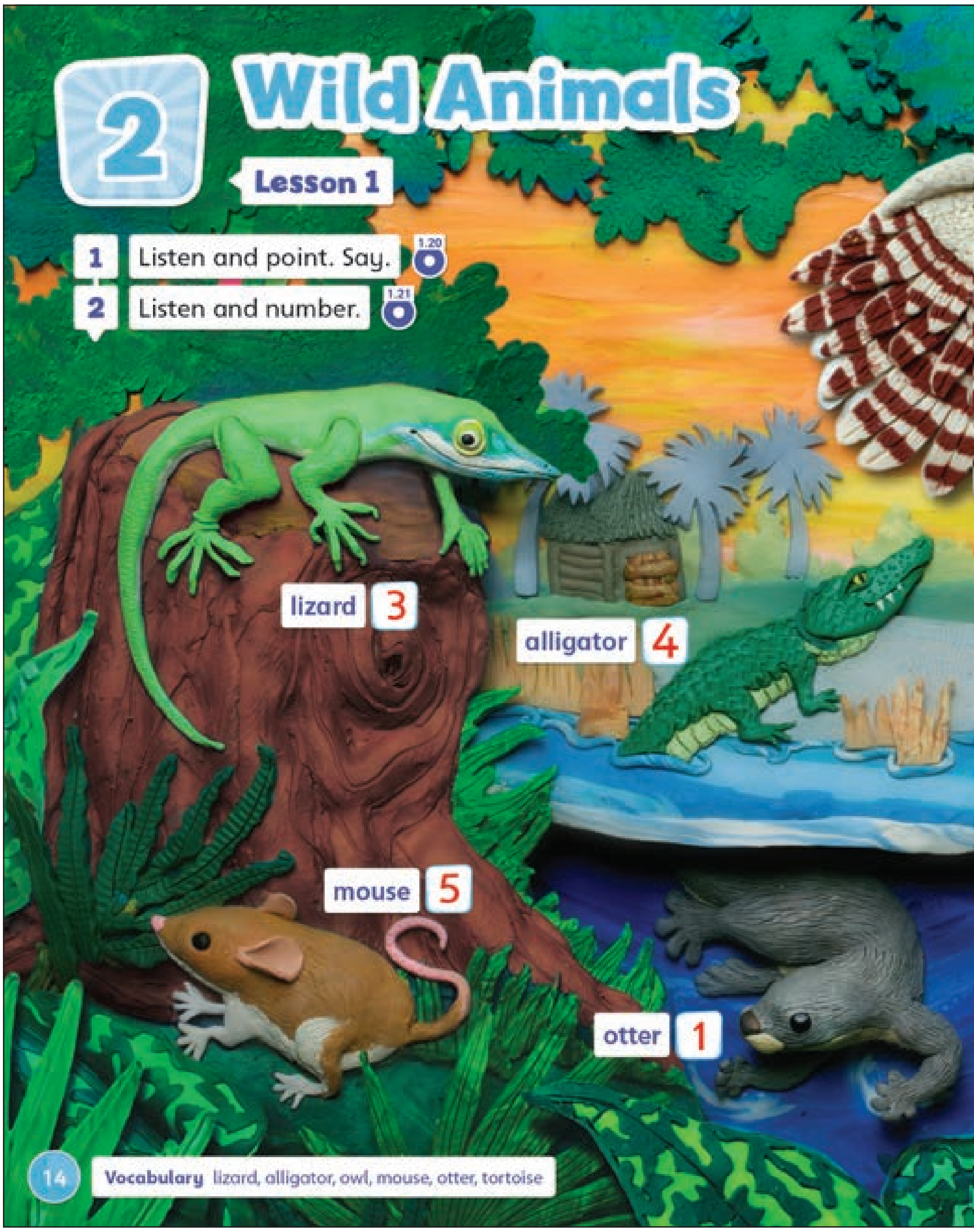
Ask confident students to take turns calling out the words for the rest of the class to point to. Encourage them to name them starting slowly, and getting faster and faster.

### Transcript

lizard, alligator, owl, mouse, otter, tortoise
owl, otter, lizard, mouse, tortoise, alligator

### 2 Listen and number. 1•21

- Point to the six answer boxes next to each item on pages 14–15. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording, pausing after the first item to check the answer (*1 otter*) and that students have written the number 1 in the correct box.



2 Wild Animals

Lesson 1

1 Listen and point. Say. 1.20

2 Listen and number. 1.21

lizard 3

alligator 4

mouse 5

otter 1

14 **Vocabulary** lizard, alligator, owl, mouse, otter, tortoise

- Play the remainder of the recording for students to write the numbers. Play the recording twice, or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class.

### Transcript

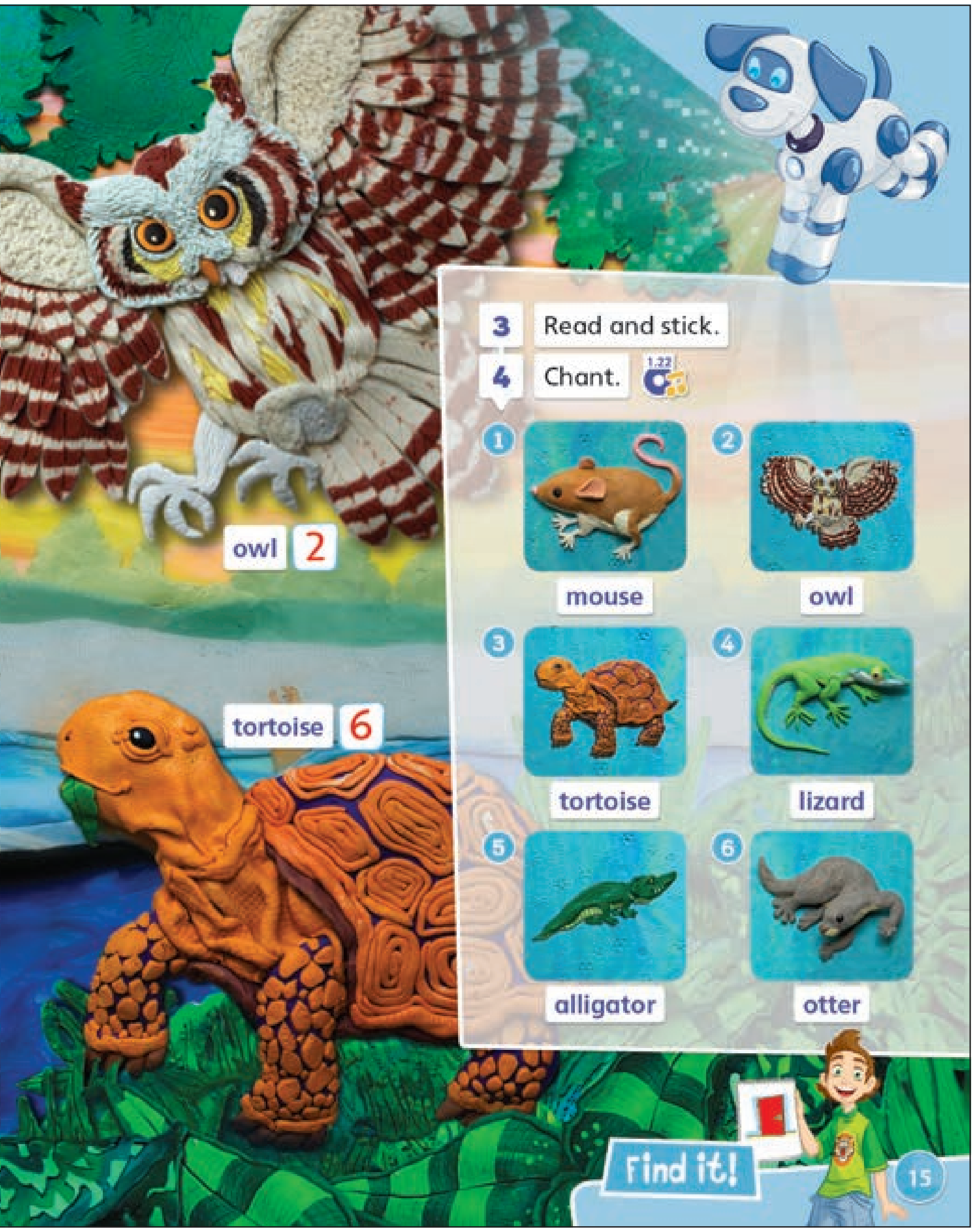
1 otter
2 owl
3 lizard
4 alligator
5 mouse
6 tortoise

**21ST CENTURY SKILLS**

**Information literacy**

Students determine the relationship between words and pictures through listening.

### Notes



### 3 Read and stick.

- Point to the sticker spaces on page 15 and say *Read the words*. Point to each word and read it aloud as a class.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 15*. Students stick the stickers in the correct spaces.
- With a more confident class, encourage students to stick the stickers independently. With a less confident class, name and stick each sticker in turn with the class or ask students to work in pairs.
- Check answers by asking students *What's number (1)?*

**TEACHING TIP**

To check answers, write the numbers 1–6 on the board and put each flashcard on the board next to its corresponding number.

### 4 Chant. 1•22

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Play the chant once more. As students listen, they act like the animals, e.g. flap their arms for an owl, smack together their outstretched arms for an alligator's mouth, etc.

### Chant

mouse, mouse, mouse
owl, owl, owl
tortoise, tortoise, tortoise
lizard, lizard, lizard
alligator, alligator, alligator
otter, otter, otter

### Find it!

- Point to Jack's drawing pad and ask students what they can see (*a door*). Ask students to find the door in the main picture. (It's on the hut in the background on page 14).
- Tell students to turn to the Picture Dictionary for Unit 2 (Student Book page 82) and find the door. Elicit what color the door is in the main picture on page 14 (*brown*). Ask students to color the door in the Picture Dictionary the same color.

### Finisher

- Play *Mime the word*. See Ideas Bank (Teacher's Book page 140) for instructions. Use animals from levels 2 and 3.

**EXTRA VOCABULARY**

claws
feathers
wings
tail
shell
hut
scales
fur
fly (v.)

**Further practice**

**CD-ROM: Vocabulary Worksheet Unit 2 Lesson 1**
**Workbook page 10**

### Notes

# Lesson 2 pages 16–17

Classroom Presentation Tool

## Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the lesson 1 vocabulary.
- To sing a song using the lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.
- To talk about a value.

## Language and structures

**Active:** *It's a (tortoise). It's an (alligator); animals*

**Passive:** *walking in the jungle; board game; These are vowels. Match the words. Is it a or an? What is it? We play nicely.*

## Materials

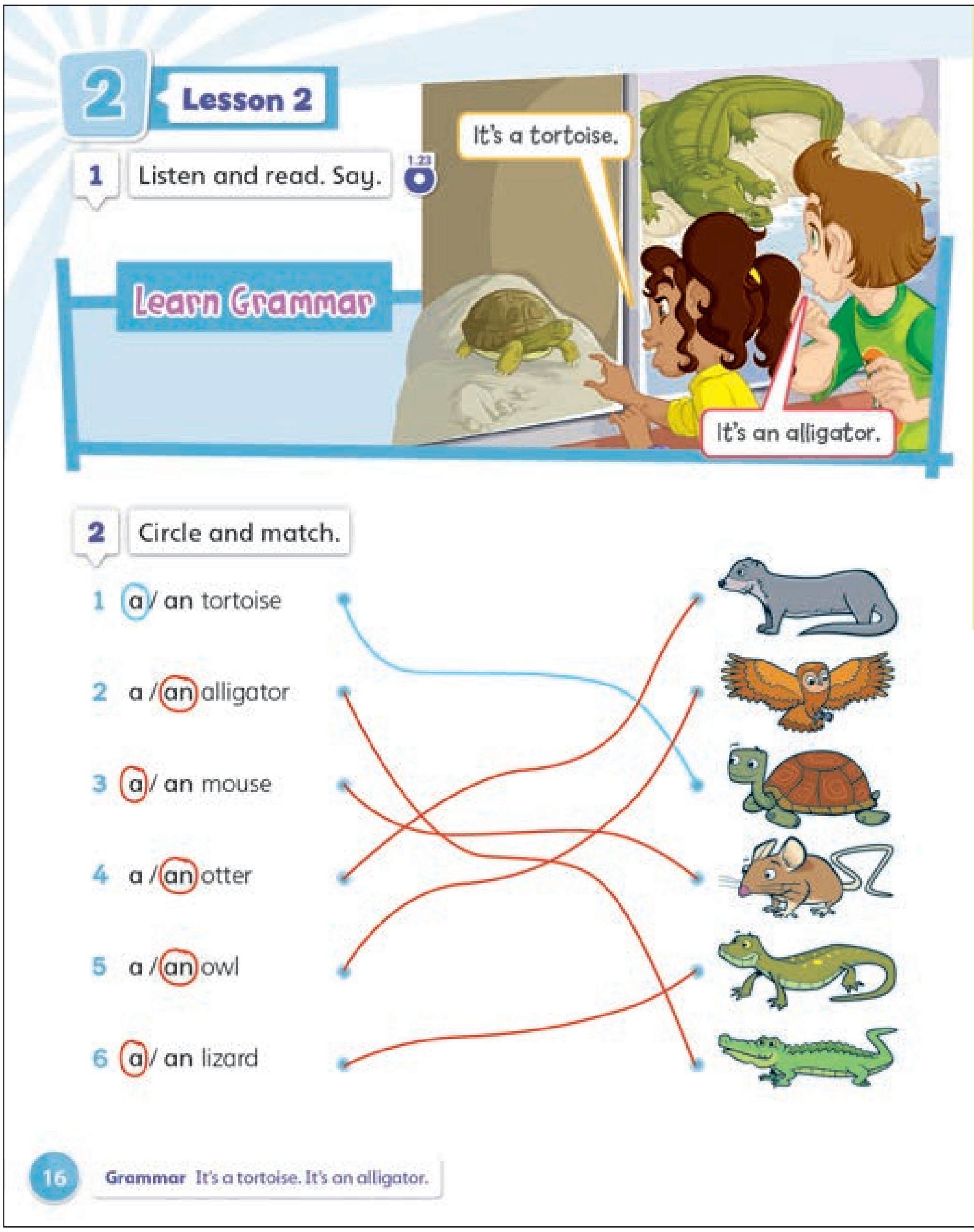
Unit 2 flashcards; Level 2 Unit 6 flashcards (animals); Class Audio CD 1; Craft worksheets Unit 2 Lesson 2; scissors, colored pens, dice; *Our Values* sticker

### Warmer

- Play the chant from Unit 2 Lesson 1 page 15 1•22 for students to listen and join in.

### 1 Listen and read. Say. 1•23

- Point to the picture and ask students what they can see (*Lucy, Jack, tortoise,* and *alligator*). Ask *Does Lucy/Jack like tortoises/alligators?*
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Point to the picture again and ask students how many alligators/tortoises there are. Elicit *one*.
- Write *It's a tortoise* and *It's an alligator* to the left and right of the board. Circle the articles *a* and *an* in each sentence. Explain that *a/an* means one – one tortoise, one alligator.
- Underline the letter *t* in tortoise and *a* in alligator and elicit the letters. Write the vowels *a e i o u* below the *It's an alligator* sentence on the board and say *These are vowels*. Ask the class to repeat the vowels aloud with you. Explain that *when a word starts with a vowel we use an*.
- Hold up the animal flashcards from Unit 2 and Level 2 and elicit the words. Ask *Is it a or an?*, e.g. *a - cow, horse, pig* and *an - otter, owl, alligator.*



2 Lesson 2

1 Listen and read. Say. 1.23

Learn Grammar

It's a tortoise.

It's an alligator.

2 Circle and match.

1 [✓ a] / an tortoise

2 a / [✓ an] alligator

3 [✓ a] / an mouse

4 a / [✓ an] otter

5 a / [✓ an] owl

6 [✓ a] / an lizard

16 Grammar It's a tortoise. It's an alligator.

### Transcript

**Lucy:** It's a tortoise.

**Jack:** *(nervously)* It's an alligator.

> **TEACHING TIP**
>
> With a less confident class, repeat the activity encouraging students to say *a/ an* and the animal before you put the flashcard on the board. With a more confident class, encourage students to say the whole sentence *It's an (alligator).*

### 2 Circle and match.

- Point to the small pictures and elicit the animal words.
- Point to number 1 and follow the line from the sentence to the picture with your finger. Say *Match the words.*
- With a more confident class, allow students to work independently. Then ask students to check their answers in pairs. With a less confident class, allow students to work in pairs. Move around the class monitoring and checking answers.
- Point to number 1 and say *Tortoise. Is it a or an?* Point to the circled example answer. Tell the class to complete the remaining items. Remind them we use *an* for words starting with a vowel. Encourage less confident students to underline the first letter in the animal word to help them choose the correct article.
- Check answers by asking confident pairs *What's number (1)?* and elicit *It's (a) (tortoise).* Encourage the class to check their answers if they are correct and change them if they are incorrect.

### 3 Sing. 1•24

- Play the *In the Jungle* song once for students to listen. Encourage students to point to the animals in the picture.
- Play the song again. Model actions or create them with the class, e.g. walk around the room as you sing *walking through the jungle*; shade your eyes and look around the room as you sing *what is it?* Act out the animals as with the chant in lesson 1.

3 Sing. 1.24 Watch!

Song!

4 Make an animal board game. Play.

Song lyrics Page 103

Practice Page 88

It's an otter.
Our Values
We play nicely.
17

## In the Jungle Song

Walking in the jungle. Oh wow!
Walking in the jungle. Oh wow!

What is it? It's an owl.
An owl in the jungle. Oh wow!

What is it? It's an otter.
An otter in the jungle. Oh wow!

What is it? It's a lizard.
A lizard in the jungle. Oh wow!

Walking in the jungle. Oh wow!
Walking in the jungle. Oh wow!

What is it? It's a tortoise.
A tortoise in the jungle. Oh wow!

What is it? It's a mouse.
A mouse in the jungle. Oh wow!

What is it? It's an alligator!
An alligator? Snap! Oh no!

Running in the jungle. Snap! Oh no!
Running in the jungle. Snap! Oh no!

21ST CENTURY SKILLS

**Creativity and innovation**
Students sing a song in English and create actions to perform with the song.

## 4 Make an animal board game. Play.

- Put students into pairs and hand out Craft worksheets. Tell the class they are going to make an animal board game.
- Students color the animal counters. Then students cut out the board and the animals. Using one board and both sets of counters to play, each student places their counters in the spaces on the board and takes a turn to roll the dice. When they land on an animal picture, they name the animal using the correct structure, e.g. *It's (a) (lizard)* etc. Move around the class, offering help if necessary and giving praise.

## Our Values

- Show the class the space for the *Our Values* sticker. Read out the value (*We play nicely*). Ask students why it's important to play nicely (*We work together better, we can learn,* etc). Listen to students' ideas and praise them.
- Ask the class if they played their game nicely today and remind them to try and play nicely both inside and outside the classroom. Remind them that it's fun to play, not just to win. Congratulate students and award them with the values sticker. They stick the sticker in the space on page 17.

## Finisher

- Play *Musical flashcards.* See Ideas Bank (Teacher's Book page 141) for instructions.

## Further practice

**Extra Practice Student Book page 88**
**Workbook page 11**

## Notes

# Lesson 3 pages 18–19

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *ant, bee, butterfly, spider; It's a (butterfly). It's an (ant). What is it? I'm not sure.*

**Passive:** *Does (Lucy) like (bees)? What's that? toy, scared, cool, insect*

## Materials

Unit 2 flashcards; Class Audio CD 1; Megabyte puppet

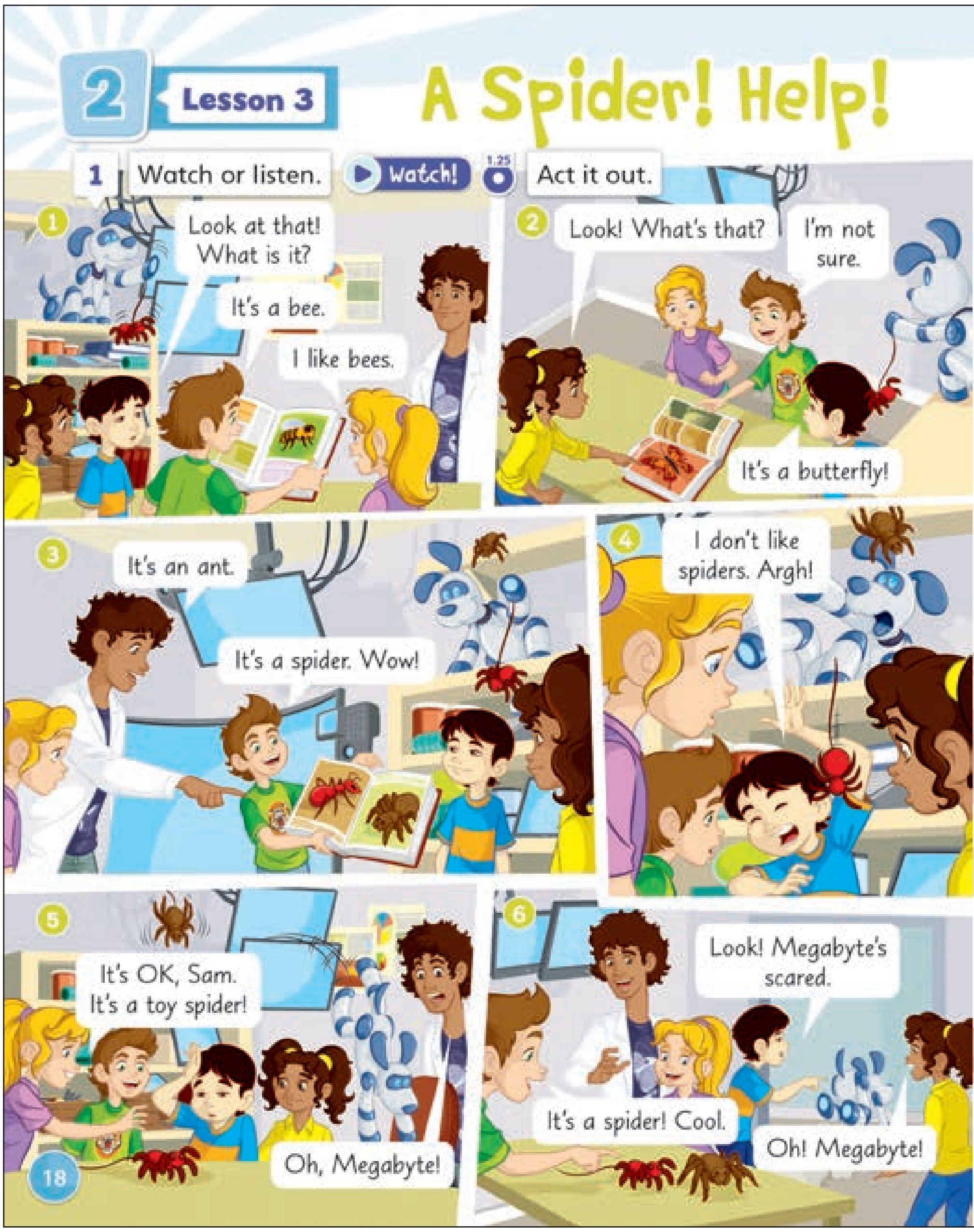
### Warmer

- Play the *In the Jungle* song from Unit 2 Lesson 2 page 17 1.24 for students to listen and join in if possible.

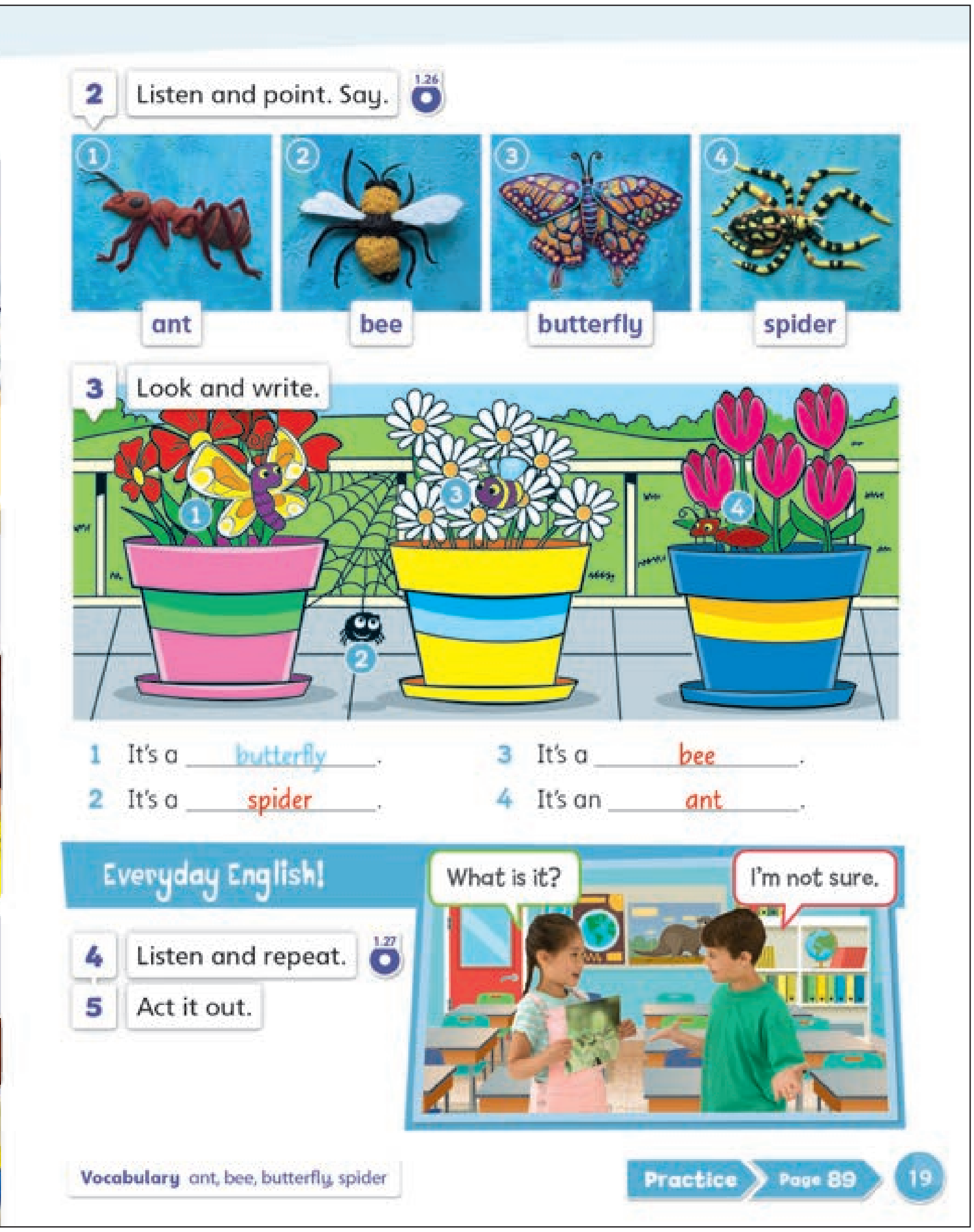
### 1 Watch or listen. 1•25 Act it out.

- Point to the first frame of the story and ask where the students are (*In Uncle Jack's lab*). Ask what they are looking at (*a book*).
- Play the recording. Encourage students to point to the correct pictures as they listen. Ask students what the book is about *(animals/insects)*.
- Play the recording again. Pause to ask students questions about each frame: 1 *Who can you see? (Megabyte, Lucy, Sam, Jack, Ellie and Uncle Jack.) Where's Megabyte? (On the bookshelf.)* 2 *Is Megabyte looking at the book? (No.) What's he doing? (Playing with a toy.)* 3 *How many animals can you see in the book (Two.) How many spiders can you see? (Three.)* 4 *Is Megabyte happy? (No. He's scared!) Is Sam happy? (No. He's scared!)* 5 *Is the red spider real? (No. It's a toy.)* 6 *Is the brown spider real? (Yes.) Why is Megabyte scared? (He doesn't like spiders.)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

**Further practice**
**Workbook page 12**


2
Lesson 3
A Spider! Help!
1 Watch or listen.
Watch!
1.25
Act it out.
1
Look at that! What is it?
It's a bee.
I like bees.
2
Look! What's that?
I'm not sure.
It's a butterfly!
3
It's an ant.
It's a spider. Wow!
4
I don't like spiders. Argh!
5
It's OK, Sam. It's a toy spider!
Oh, Megabyte!
6
Look! Megabyte's scared.
It's a spider! Cool.
Oh! Megabyte!
18

## Notes



**2** Listen and point. Say. 1.26

① ant ② bee ③ butterfly ④ spider

**3** Look and write.

1 It's a butterfly.
2 It's a spider.
3 It's a bee.
4 It's an ant.

Everyday English!

What is it?
I'm not sure.

**4** Listen and repeat. 1.27

**5** Act it out.

**Vocabulary** ant, bee, butterfly, spider

Practice Page 89

19

## 2 Listen and point. Say. 1•26

- Introduce the new words with the Megabyte puppet and the flashcards. Slowly reveal the flashcards from behind a piece of paper and place them on the board. Encourage students to repeat the words.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and say the words.
- Make a buzzing sound like a bee and ask students to point to the bee in the story. Ask a confident student *Do you like bees?* Elicit *Yes, I do.* or *No, I don't.* Repeat with the other animals.
- Ask the class *Does Lucy like bees? (Yes.) Does Jack like spiders?* (Yes.) *Does Sam/ Megabyte like spiders?* (No!)

### Transcript

ant, bee, butterfly, spider
bee, butterfly, spider, ant

## 3 Look and write.

- Ask students what they can see in the picture.
- Point to number 1 in the picture and ask *What's number 1?* Elicit *It's a butterfly*. Point to the example answer on the writing line below. Say *Now write the words*. Refer students to the spelling of the vocabulary in activity 2.
- With a more confident class, allow students to work independently, then ask students to check their answers in pairs. With a less confident class, allow students to work in pairs.
- Check answers by asking *What's number (2)?*

### Fast finishers

Put students into pairs to take turns pointing to the main picture on Student Book pages 14 and 15 and asking *What is it?* Their partner replies *It's an (otter).*

## 4 Listen and repeat. 1•27

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Girl 2:** What is it?
**Boy 2:** I'm not sure.

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Put students into pairs. Ask them to open their Student Books to any page from Unit 3 onwards. They take turns pointing to an unknown object and asking *What is it?* Their partner responds with *I'm not sure*. Move around the class monitoring and checking that students are speaking and responding well.
- Tell students they can use this exchange whenever they want to ask what something is and how to reply when they are not sure.

**TEACHING TIP**

Encourage students to find objects in the classroom that they don't know in English and to repeat the dialogue.

**21ST CENTURY SKILLS**

**Collaboration**

Students interact in pairs to achieve a common goal.

## Finisher

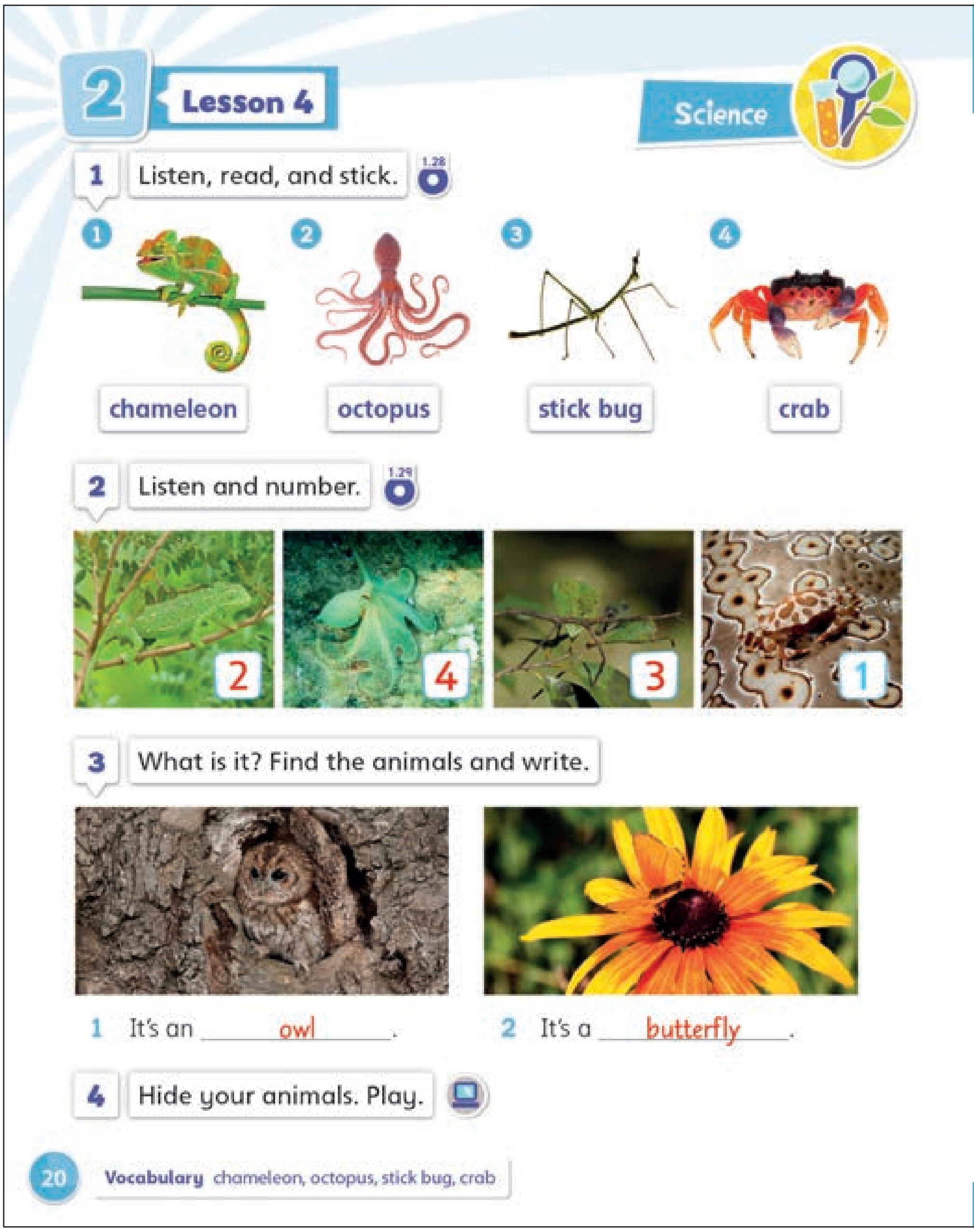
- Play *Watch my lips*. See Ideas Bank (Teacher's Book page 140) for instructions.

### Further practice

**Extra Practice Student Book page 89**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 2 Lesson 3**
**Workbook page 13**

# Lesson 4 page 20

Classroom Presentation Tool



2 Lesson 4

Science

1 Listen, read, and stick. 1.28

1 chameleon

2 octopus

3 stick bug

4 crab

2 Listen and number. 1.29

2 4 3 1

3 What is it? Find the animals and write.

1 It's an owl.

2 It's a butterfly.

4 Hide your animals. Play.

20 **Vocabulary** chameleon, octopus, stick bug, crab

## Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *chameleon, octopus, stick bug, crab; It's a (chameleon). It's an (octopus); What is it? I'm not sure.*

**Passive:** *What color is it? How many legs does it have? Hide your animals.*

## Materials

Unit 2 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 2 Lesson 4; scissors, glue

### Warmer

- Play *Which one is missing?* See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen, read, and stick. 1•28

- Books closed. Write the following on the board; *1 chameleon 2 octopus 3 stick bug 4 crab*. Point to each word and say it. Encourage the class to repeat each word.
- Point to *chameleon* and ask *What is it?* Encourage students to say *I'm not sure.* or to give you their ideas.
- Books open. Ask students to turn to the stickers section in the Student Book and find the CLIL stickers. Point to each sticker in turn and ask *What is it?* Encourage students to guess using the words on the board. Praise them when they guess correctly and say *Yes! It's a (stick bug).* Elicit the correct article for each word and write it above the word on the board.
- Point to activity 1 and say *Listen, read, and stick*. Play the recording. Pause after each item. Ask students to point to the correct word and read it aloud.
- Ask students to get all four CLIL stickers ready. Turn to page 20. Say *Stick your stickers.*
- Check answers by asking *What is it? It's (a chameleon).* Encourage students to use the correct article.

### Transcript

1 Look. This is a chameleon.
2 This is an octopus.
3 It's a stick bug.
4 It's a crab.

### 2 Listen and number. 1•29

- Point to each of the four pictures and ask *What is it?* Elicit the animals from the class.
- Point to the four answer boxes and say *Listen and number. Write 1, 2, 3, or 4.*
- Play the recording, pausing after the first item, and ask *What's number 1?* (*It's a crab*). Point to the example answer.
- Play the remainder of the recording, pausing for students to write the numbers.

### Transcript

1 Look at that! What is it? It's a crab.
2 What is it? It's a chameleon.
3 What is it? It's a stick bug.
4 What is it? It's an octopus.

### 3 What is it? Find the animals and write.

- Point to the pictures and ask *What is it?* and elicit the correct answers.
- Point to the writing lines below each picture and say *Write the words.*

### 4 Hide your animals. Play.

- Hand out CLIL worksheets. Point to the four animals and elicit their names.
- Students color and cut out the animals and habitats. They try placing each animal on a different background to see where it matches best.
- Put students into pairs. They take turns to ask and answer, e.g. *Look! What is it? It's an (alligator).*

21ST CENTURY SKILLS

**Information literacy**

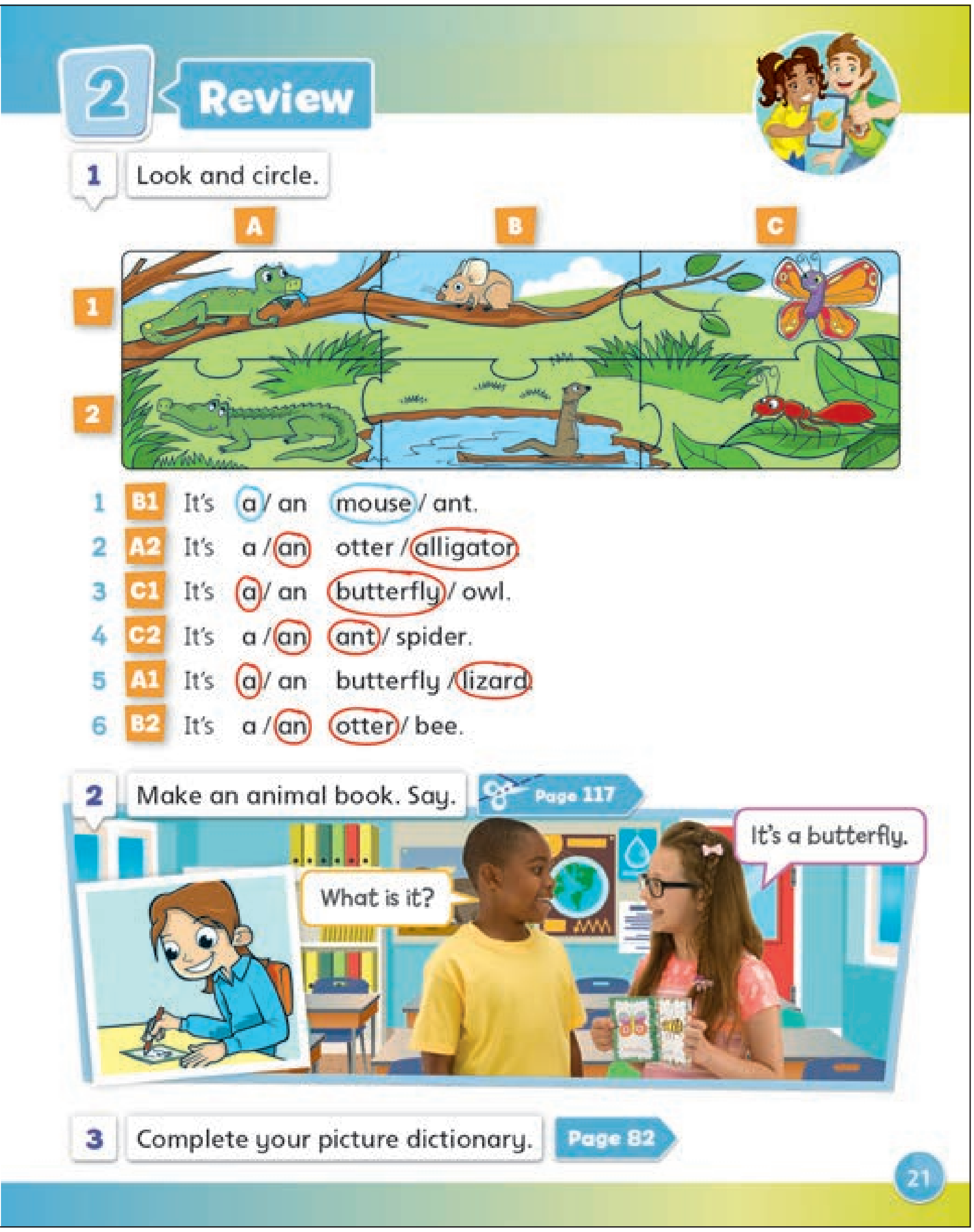
Students acquire and interpret information critically.

### Finisher

- Play *Odd one out*. See Ideas Bank (Teacher's Book page 140) for instructions. Use categories related to appearance, e.g. number of legs, different color, fur or scales, etc.

**Further practice**

Workbook page 14



## 2 Review

1 Look and circle.

1 B1 It's [✓ a] / an [✓ mouse] / ant.
2 A2 It's a / [✓ an] otter / [✓ alligator]
3 C1 It's [✓ a] / an [✓ butterfly] / owl.
4 C2 It's a / [✓ an] [✓ ant] / spider.
5 A1 It's [✓ a] / an butterfly / [✓ lizard]
6 B2 It's a / [✓ an] [✓ otter] / bee.

2 Make an animal book. Say. Page 117

3 Complete your picture dictionary. Page 82

# Review page 21

**Classroom Presentation Tool**

## Objectives

To review the linguistic content of the unit.

## Language and structures

**Active:** *lizard, alligator, owl, mouse, otter, tortoise, ant, bee, butterfly, spider; What is it? It's an (alligator). It's a (bee).*

**Passive:** *Point to (B1). What is it? Is it an (owl)? Make an animal book.*

## Materials

Unit 2 flashcards; Class Audio CD 1; Craft worksheet Unit 2 Review; scissors, pencil, colored pens; animal outlines from the internet (optional); two balls (optional)

### Warmer

- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Look and circle.

- Ask students to look at the picture and elicit the names of the animals.
- Point to the letters across the top and elicit *A, B, C.* Point to the numbers down the side and elicit *1, 2.*
- Say *Point to B1.* Ask *What is it?* Elicit *It's a mouse.* Point to the first sentence below and the circled example answers.

**Fast finishers**

Put students into pairs to take turns calling out a grid reference and asking *What is it?* Their partner replies *It's (an otter).*

### 2 Make an animal book. Say.

- Point to the photo in the Student Book and ask what animals students can see (*a butterfly and a bee*). Model the dialogue for the students.
- Hand out Craft worksheets and tell the class they are going to make an animal book.
- Students draw, color and label six pictures of animals in the spaces. Model how to cut and fold the book.
- Ask students questions about their animal books, e.g. *What is it? Is it a (spider)? How many legs does it have? What color is it? etc.*
- Model the activity with a confident student. Hold up a page in the animal book and ask, *What is it?* Elicit the correct response, e.g. *It's a (lizard).* Repeat with a few pages.
- Put students into pairs. They take turns describing their picture.

**TEACHING TIP**

With a more confident class, encourage students to describe their pictures in more detail, e.g. *It's a (lizard). It's green. It has four legs.* Invite confident students to talk about their animal books to the whole class.

**21ST CENTURY SKILLS**

**Creativity and innovation**

Students learn to express language and ideas through art.

**Fast finishers**

Ask fast finishers to write sentences about each animal in their books.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 82 of their Student Books and look at the Picture Dictionary section for Unit 2.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class asking questions, e.g. *What is it? Is it a (tortoise)?*
- Students can then color the items.

**Extension activity**

Make animal collages. Give small groups of students an outline of an animal on a piece of paper. These can be downloaded from the internet.

Hand out magazines to each group. Ask them to tear pieces of paper and stick them in the outline to create their animal.

Ask the group to write about their animal, e.g. *It's an alligator. It's green. It has four legs. It can swim.*

### Finisher

- Play *Hit the card*. See Ideas Bank (Teacher's Book page 140) for instructions. Use rolled up pieces of paper if you don't have balls.

**Further practice**

Unit 2 Test

Workbook pages 15–17

# Culture 1
# Sleepovers pages 22–23

**Classroom Presentation Tool**

## Objectives

To learn about sleepovers.

To present and practice four new items of vocabulary related to culture.

To review the linguistic content of Units 1 and 2.

## Language and structures

**Active:** *sleepover, friend, games, snacks, pillow fight*

**Passive:** *sleepover; It's a (sleepover). This is (my friend). Do you like (games)? I like (snacks). Great! Plan your sleepover. I'm (Katy).*

## Materials

Starter/Unit 1/Unit 2 flashcards; Class Audio CD 1; colored pens, dice

### Warmer

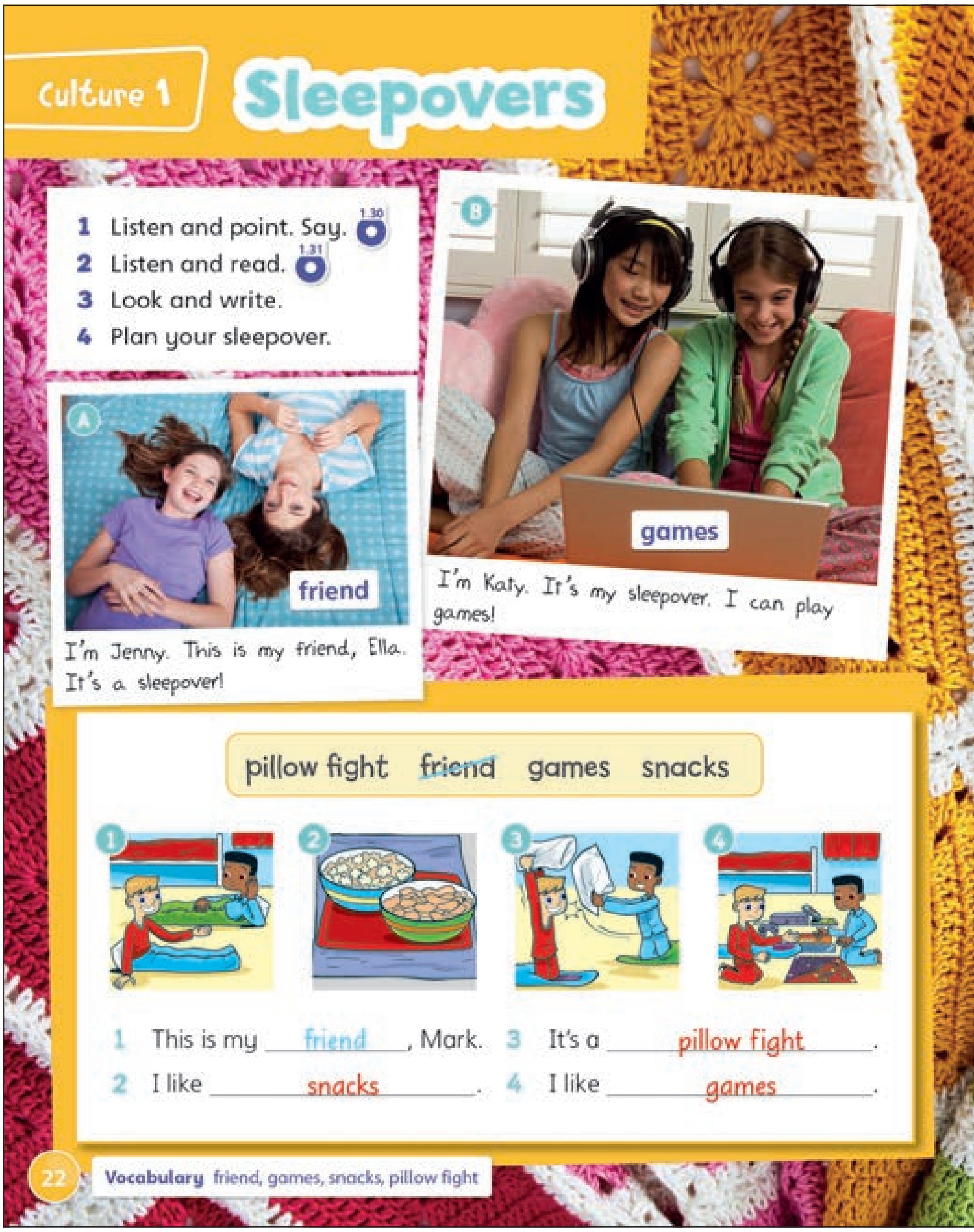
- Play *Sharkman* to present the word *sleepover*. See Ideas Bank (Teacher's Book page 142) for instructions.
- Underline the word *sleep* and mime yawning. Close your eyes and rest your head on your hands to pretend being asleep. Elicit the meaning.
- Ask *What is a sleepover?* Explain that a sleepover is when you invite friends to sleep at your house. Ask students if they ever do this. Then ask *Do you like sleepovers?* Elicit *Yes, I do / No, I don't* answers. Ask students what they do at a sleepover and elicit ideas (play games, eat food, talk, watch movies, etc).

### Culture note

Sleepovers are popular in the UK and the USA. Children from around the age of eight years old invite one or more friends to sleep at their house. They often sleep on the floor in sleeping bags. These *pajama parties* are popular to celebrate a birthday or other special event. It's common for children to sneak into the kitchen for a *midnight feast* – secret snacks. It's the best part of any sleepover!

### 1 Listen and point. Say. 1•30

- Hold up your book and point to each of the four photos and read the words. Ask the class to listen and repeat the words.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.
- Say a word and ask students to point to the correct picture. Start slowly and get faster and faster.



Culture 1 Sleepovers

1 Listen and point. Say. 1.30

2 Listen and read. 1.31

3 Look and write.

4 Plan your sleepover.

A

friend

I'm Jenny. This is my friend, Ella. It's a sleepover!

B

games

I'm Katy. It's my sleepover. I can play games!

pillow fight ~~friend~~ games snacks

1 This is my friend, Mark.

2 I like snacks.

3 It's a pillow fight.

4 I like games.

22 **Vocabulary** friend, games, snacks, pillow fight

### Transcript

friend, games, snacks, pillow fight
games, snacks, friend, pillow fight

### 2 Listen and read. 1•31

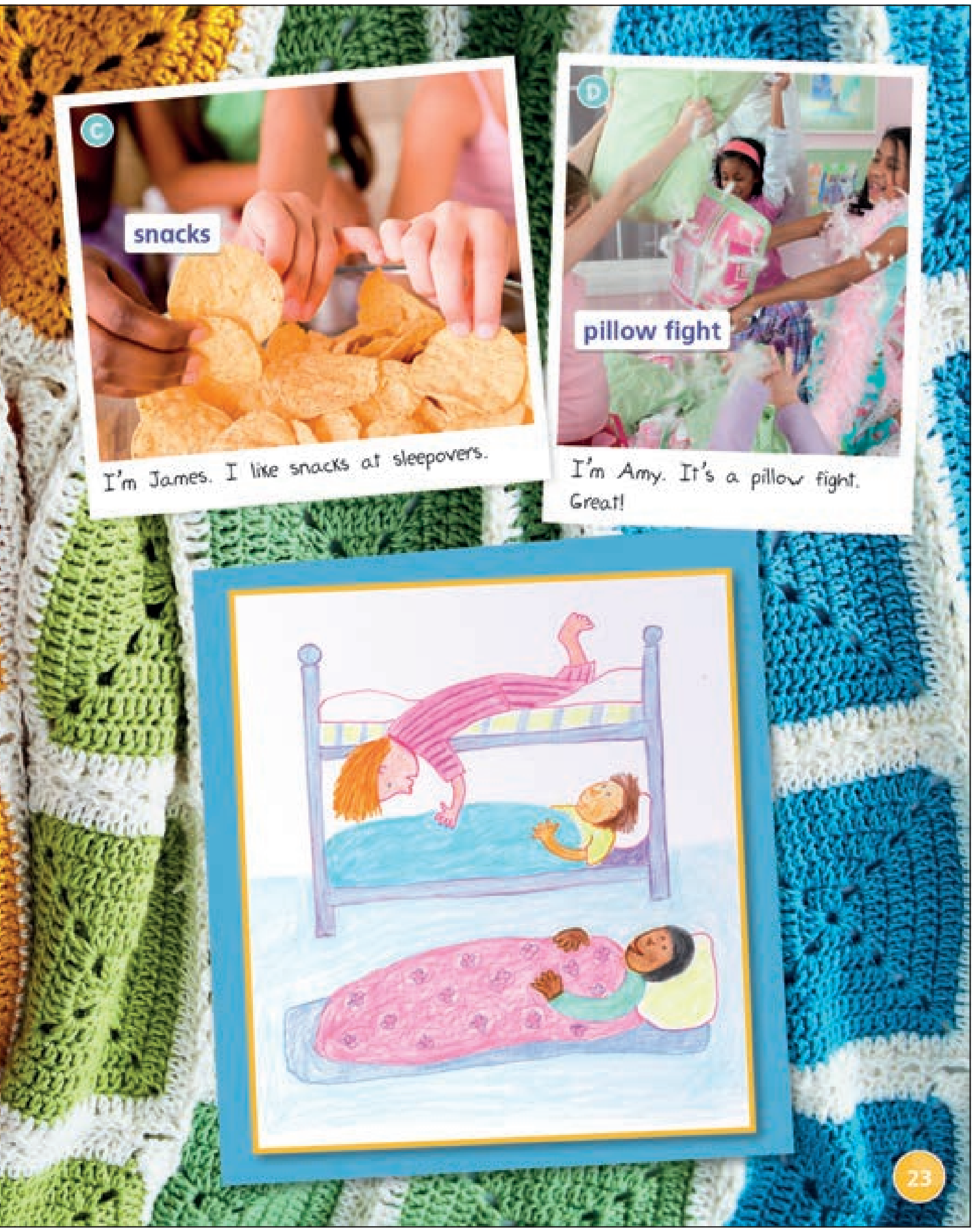
- Ask students to look at the four photos again. Ask *What can you see?* Elicit the new vocabulary, but encourage students to describe other things they can see as much as possible (two friends/girls, computer/laptop, chips, a bedroom, a bed). Ask *Are the children happy? (Yes).*
- Books closed. Tell students to listen to the recording and shout out the word, stand or put their hand up when they hear the Culture 1 vocabulary, e.g. *I'm Jenny. This is my friend* - Students shout out *friend*! Play the recording for students to listen and shout out/stand/put up their hand.
- Books open. Say *Now listen and read.* Ask students to circle the culture word in each frame as they listen and read.

**TEACHING TIP**

With a less confident class, ask students to first point to the correct frame as they listen. Play it again. Encourage students to read along. Finally, ask students to read and circle the Culture word in each text.

### Transcript

1 I'm Jenny. This is my friend, Ella. It's a sleepover!
2 I'm Katy. It's my sleepover. I can play games!
3 I'm James. I like snacks at sleepovers.
4 I'm Amy. It's a pillow fight. Great!



I'm James. I like snacks at sleepovers.

I'm Amy. It's a pillow fight. Great!

### Extension activity

Write a few sentences from pages 22 and 23 on the board (e.g. *It's a sleepover. I can play games. I like snacks at sleepovers. It's a pillow fight.*) Ask students to read the sentences together as a class. Then erase one word and ask students to read out the sentence filling in the missing word. Continue doing this until all the words have been erased and the students are reading out the sentences from memory. With a less confident class, just erase a few words for students to remember. You could just erase collocations that are useful for students to remember (e.g. *play games*, *pillow fight*, etc.)

## 3 Look and write.

- Point to the words in the word box and ask the class to read them aloud.
- Point to the first picture and ask *Picture 1 What is it?* Elicit the word *friend*. Read the first sentence below or invite a confident student to read it and show students the crossed out example in the word box.
- Students complete the remaining items. With a less confident class, work through each question together. With a more confident class, allow students to work in pairs or independently. Move around the class offering help if necessary.
- Check answers by asking *What's number (2)?* Encourage students to read the complete sentence, e.g. *I like snacks*.

21ST CENTURY SKILLS

**Information literacy**

Students interpret information critically using words and pictures.

### Extension activity

Write *snacks, pillow fights,* and *games* on the board. Below this write two sentences *I like …* and *I don't like …* . Complete the sentences for you, e.g. *I like snacks. I don't like pillow fights.*

Ask students to write sentences saying what they like/don't like. Encourage them to add other things they like at a sleepover.

## 4 Plan your sleepover.

- Point to the picture and ask the class what they can see (*sleepover*, *three friends*, bunk *beds*).
- Tell students that they are going to draw a picture of their sleepover. They can draw on a piece of paper to display in class. Ask students what they like doing at a sleepover. Elicit ideas, e.g. *I like pillow fights!*
- Move around the class as students draw their pictures, asking questions, e.g. *Who is it? What is it?*
- Invite confident students to show their pictures to the class, pointing to and naming the items in their picture.

## Finisher

- Play *Draw and Roll*. See the Ideas Bank (Teachers Book page 141) for instructions. Use this game to review any language from the Starter Unit, Units 1, 2 and Culture 1.

## Notes

# Unit 3 Nature
# Lesson 1 pages 24–25

Classroom Presentation Tool

## Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

## Language and structures

**Active:** *lake, leaf, river, tree, rock, flower, butterfly; It's a (butterfly).*

**Passive:** *Where does it live? What is it?*

## Materials

Units 2 and 3 flashcards; Class Audio CD 1; Megabyte puppet; Unit 3 Lesson 1 stickers

### Warmer

- Play *Yes or No* with the Unit 2 flashcards. See Ideas Bank (Teacher's Book page 141) for instructions. Say sentences, e.g. *It's a (spider).* Leave the flashcards on one side of the board.

### 1 Listen and point. Say. 1•32

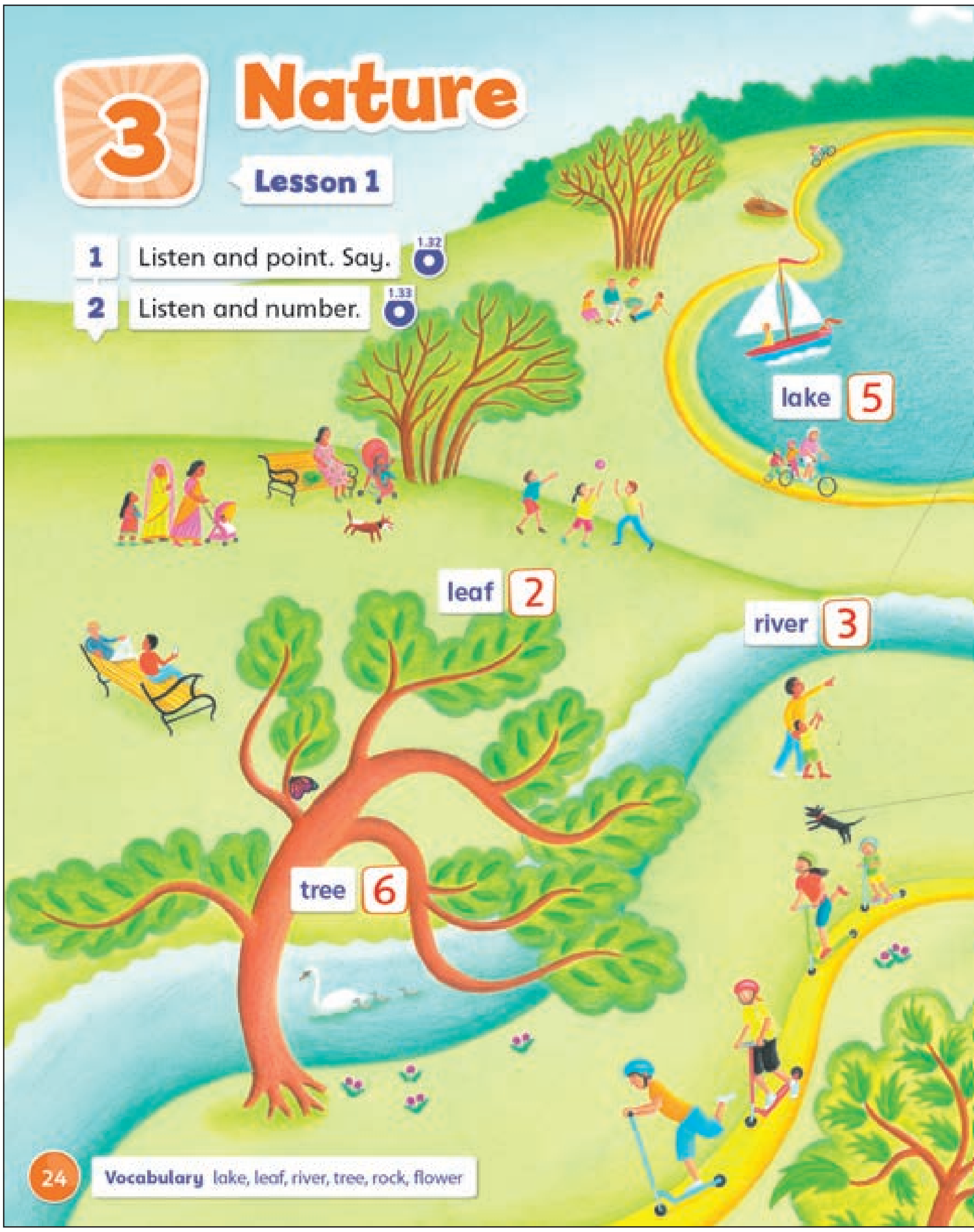
- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the right of the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Ask students what Megabyte is showing them (*a park*). Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.
- Make sure the Unit 2 and 3 flashcards are on the board. Point to each animal in turn and ask, *Where does it live?* Elicit ideas using the new vocabulary.

### Transcript

lake, leaf, river, tree, rock, flower
lake, river, tree, flower, leaf, rock

### 2 Listen and number. 1•33

- Point to the six answer boxes next to each item on pages 24–25. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording, pausing after the first item to check the answer (1 *flower*).
- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (2)? It's a (leaf).*



3 Nature

Lesson 1

1 Listen and point. Say. 1.32

2 Listen and number. 1.33

24 **Vocabulary** lake, leaf, river, tree, rock, flower

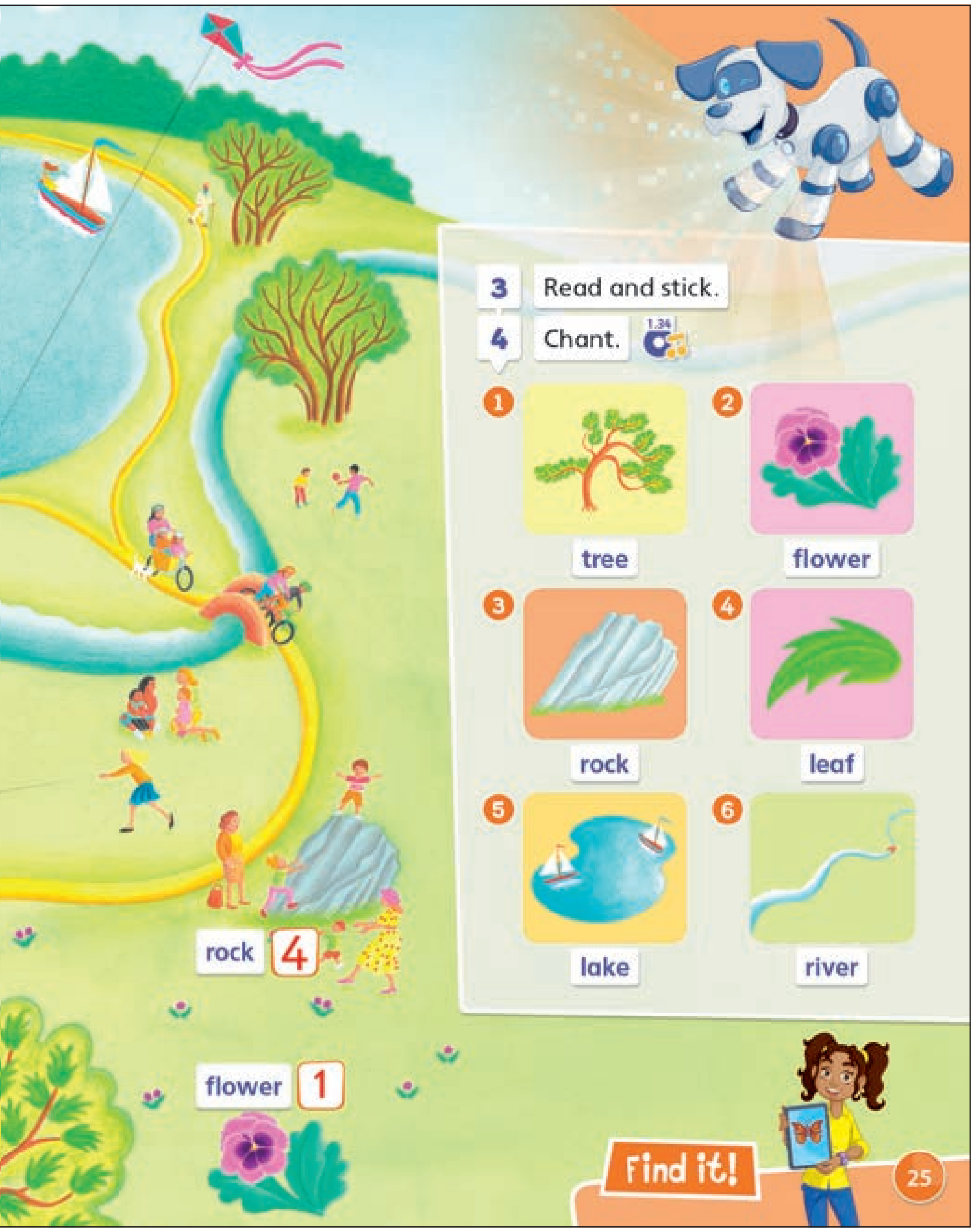
**TEACHING TIP**

You could explain to the class that we say *a leaf*, but we say *two leaves.*

### Transcript

1 flower
2 leaf
3 river
4 rock
5 lake
6 tree

### Notes



### 3 Read and stick.

- Point to the sticker spaces on page 25 and say *Read the words.* Point to each word and read it aloud as a class. With a more confident class, ask individual students to read the words aloud. The class listens and repeats.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order. Ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 25.* Students stick the stickers in the correct spaces.
- With a more confident class, encourage students to stick the stickers independently. With a less confident class, name and stick each sticker in turn with the class or ask students to work in pairs.
- Check answers by asking students, *What's number (1)?*

### 4 Chant. 1•34

- Play the chant once for students to listen and point to the stickers.
- Play the chant again. Encourage students to join in and point to the stickers or the flashcards.
- Hand out the flashcards to students around the room. Play the chant once more. When students hear their word, they hold up the flashcard. The rest of the class points to it. Repeat, giving the flashcards to different students.

### Chant

tree, tree, tree
flower, flower, flower
rock, rock, rock
leaf, leaf, leaf
lake, lake, lake
river, river, river

21ST CENTURY SKILLS

**Media literacy**

Students consolidate their knowledge of key vocabulary through chanting the words to music.

### Find it!

- Point to Lucy's tablet and ask students, *What is it?* Elicit, *It's a butterfly.* Ask students to find the butterfly in the main picture. (It's on the tree on page 24.)
- Tell students to turn to the Picture Dictionary for Unit 3 (Student Book page 83) and find the butterfly. Elicit what color the butterfly is in the main picture on page 24 (purple). Ask students to color the butterfly in the Picture Dictionary the same color.

### Finisher

- Play *Draw and guess* with the Unit 2 and 3 flashcards. See Ideas Bank (Teacher's Book page 141) for instructions.

EXTRA VOCABULARY

bench
path
sail boat
row boat
bridge
helmet
swan
fly a kite
ride a scooter/bike
grass

### Further practice

**CD-Rom: Vocabulary Worksheet Unit 3 Lesson 1**
**Workbook page 18**

### Notes

## Lesson 2 pages 26–27

Classroom Presentation Tool

### Objectives

To present a new grammar structure.

To practice the new grammar structure with the lesson 1 vocabulary.

To sing a song using the lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

### Language and structures

**Active:** *Is it (a flower)? Yes, it is. / No, it isn't.; lake, leaf, river, tree, rock, flower*

**Passive:** *listen and make a check or an x, mystery board; Hands up! Watch me! Can you see?*

### Materials

Unit 3 flashcards; Class Audio CD 1; Craft worksheets Unit 3 Lesson 2; scissors, glue, colored pens

### Warmer

- Play the chant from Unit 3 Lesson 1 page 25 ◎ 1•34 for students to listen and join in.

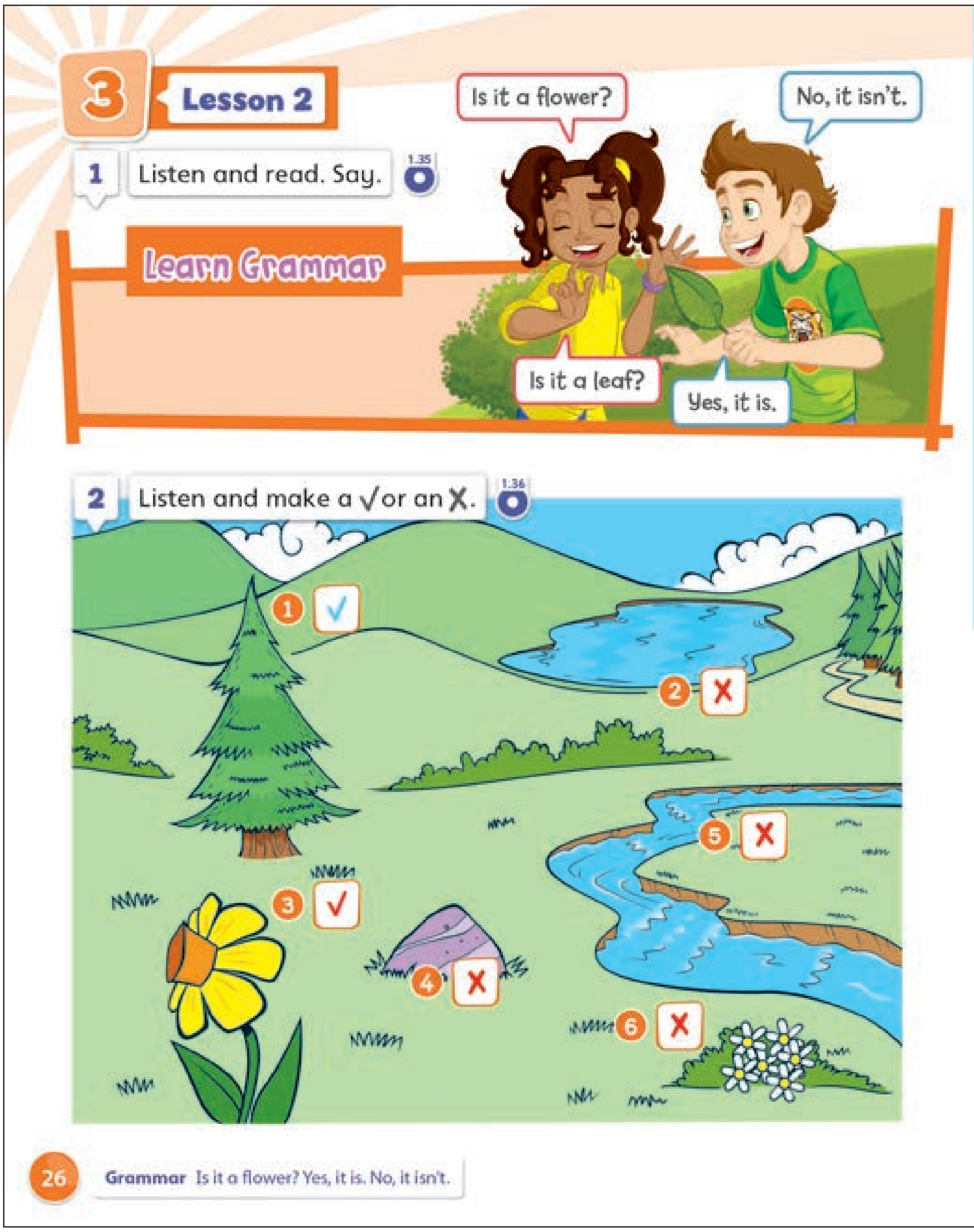
### 1 Listen and read. Say. ◎ 1•35

- Point to the picture and ask students what Jack has (*a leaf*). Ask if Lucy's eyes are open or closed (closed). Explain that they are playing a guessing game.
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Write *Is it a/an …?* at the top of the board. Write *Yes, it is.* on the left of the board. Read it aloud and write a check next to it. Write *No, it isn't.* to the right of the board and write an X next to it.
- Hold up the nature words flashcards and elicit the words. Place them on the board. Point to one, e.g. *rock*, and ask *Is it a (river)?* Elicit *No, it isn't.* Ask *Is it a rock?* Elicit *Yes, it is*. Repeat the process with the remaining flashcards to drill the grammar and reinforce the meaning.
- With a more confident class, ask individual students to select a flashcard. Ask the class *Is it a/an …?* or play in teams.

21ST CENTURY SKILLS

**Information literacy**

Students acquire information and identify the relationship between questions and answers.



3 Lesson 2

1 Listen and read. Say. 1.35

Learn Grammar

2 Listen and make a ✓ or an ✗. 1.36

26 Grammar Is it a flower? Yes, it is. No, it isn't.

### Transcript

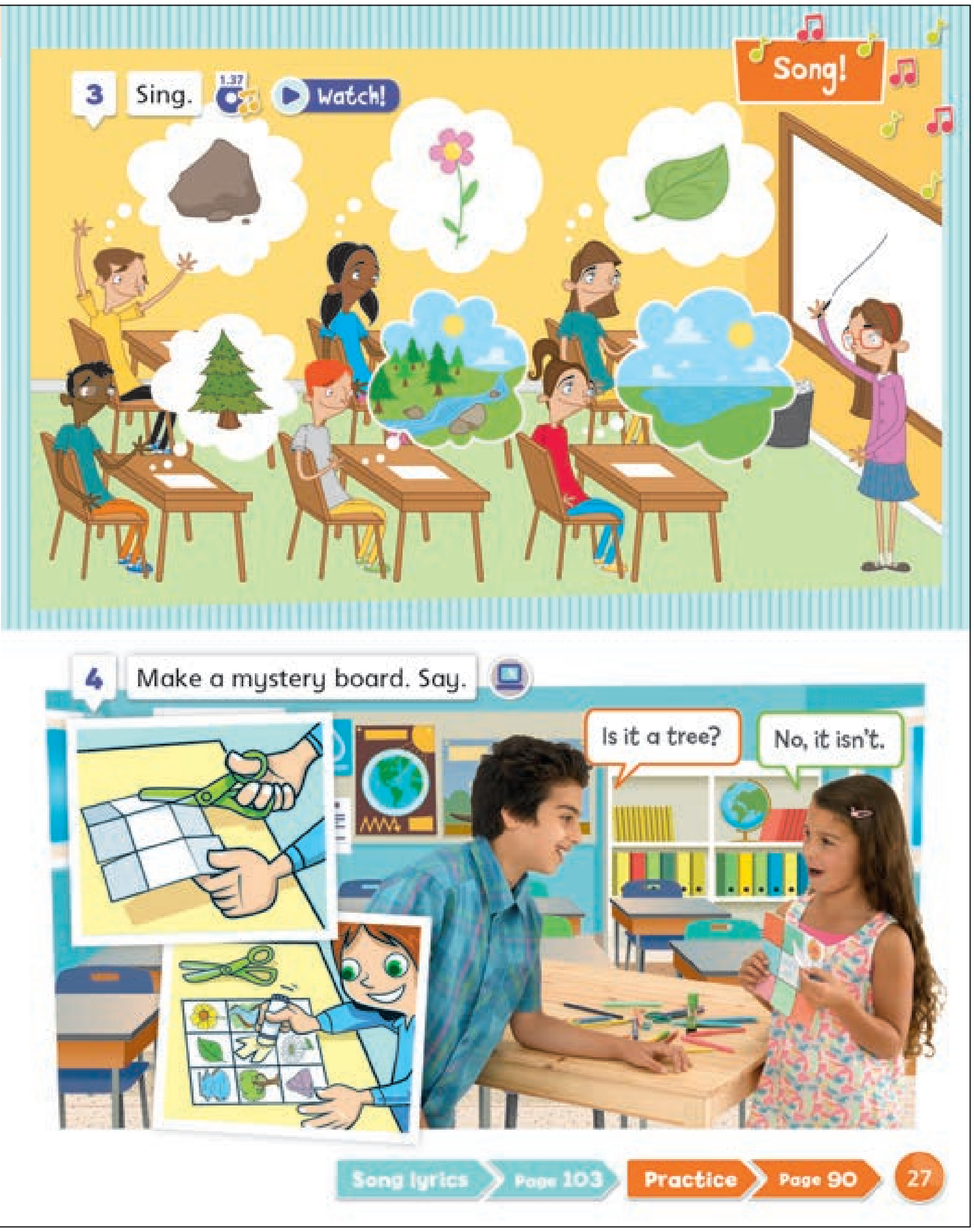
**Lucy:** Is it a flower?
**Jack:** No, it isn't.
**Lucy:** Is it a leaf?
**Jack:** Yes, it is.

### 2 Listen and make a ✓ or an ✗. ◎ 1•36

- Tell students to look at the pictures. Elicit the nature words.
- Play the recording. Pause after the first item and ask *Is it a tree?* Elicit the answer *Yes, it is.* and point to the example ✓ in the answer box.
- Continue the recording, pausing after the second item. Ask *Is it a leaf?* Elicit the answer *No, it isn't*. Point to the board and show the class the ✗ next to *No, it isn't*. Check that students understand the activity and have written an ✗ next to number 2.
- Play the remainder of the recording for students to ✓ or put an ✗. Play the recording twice or pause after each item, if necessary. Move around the class monitoring.
- Allow students to check their answers in pairs. Then play the recording again to check as a class. Elicit the correct answer for items with an ✗.

### Transcript

1 Is it a tree?
2 Is it a leaf?
3 Is it a flower?
4 Is it a river?
5 Is it a rock?
6 Is it a lake?



3 Sing. 1.37 Watch!

Song!

4 Make a mystery board. Say.

Is it a tree?

No, it isn't.

Song lyrics Page 103 Practice Page 90 27

### 3 Sing. 1•37

- Play the *Hands Up!* song once for students to listen. Encourage students to point to the nature items in the picture every time they are mentioned.
- Play the song again. Model actions or create them with the class, e.g. hands up; everyone shakes their head for *No, it isn't.* and nods for *Yes, it is.*

### Hands Up! Song

*Playing a picture game. Watch me!*
*What is it? Hands up! Can you see?*

Is it a tree? Is it a tree?
No, it isn't. No, it isn't.
Is it a flower? Is it a flower?
No, it isn't. No, it isn't.

*Playing a picture game. Watch me!*
*What is it? Hands up! Can you see?*

Is it a leaf? Is it a leaf?
No, it isn't. No, it isn't.
Is it a lake? Is it a lake?
No, it isn't. No, it isn't.

*Playing a picture game. Watch me!*
*What is it? Hands up! Can you see?*

Is it a river? Is it a river?
No, it isn't. No, it isn't.
Is it a rock? Is it a rock?
Yes, it is. Yes, it is. Yes, it is. Oh yeah!

Oh, it's a rock! It's a rock!
It's a rock! It's a rock! It's a rock!
Oh, it's a rock! It's a rock!
It's a rock! It's a rock! It's a rock!

### Extension activity

Play the picture game described in the song. Choose one of the nature words and start drawing the first line. Ask *What is it? Hands up*! Students guess, e.g. *Is it a (rock)?* Answer *Yes, it is.* or *No, it isn't.* and continue drawing if necessary.

Invite confident students to draw an item.

### 4 Make a mystery board. Say.

- Hand out Craft worksheets and tell the class they are going to make and play with a mystery board. Ask students what materials they think they will need (scissors, glue, and colored pens).
- Students color the grid and the picture board, cut both out, and stick the center of the grid over the picture board.
- Model the activity with a confident student. Uncover one of the pictures and elicit the question, e.g. *Is it a (tree)?* If the student asks correctly, respond with *Yes, it is*. If not, reply *No, it isn't.*
- Put students into pairs or small groups. They take turns revealing a picture on their board and asking and answering questions. Move around the class, offering help if necessary and giving praise.

### Finisher

- Play *Mystery flashcard.* See Ideas Bank (Teacher's Book page 140) for instructions.

### Further practice

**Extra Practice Student Book page 90**
**Workbook page 19**

### Notes

# Lesson 3 pages 28–29

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *caterpillar, ladybug, snail, beetle; Can you help me? Yes, of course. Is it a (ladybug)? Yes, it is. / No, it isn't. It's (on) the (leaf).*

**Passive:** *Look! It's great! I can/can't see.*

## Materials

Unit 3 flashcards; Class Audio CD 1; Megabyte puppet

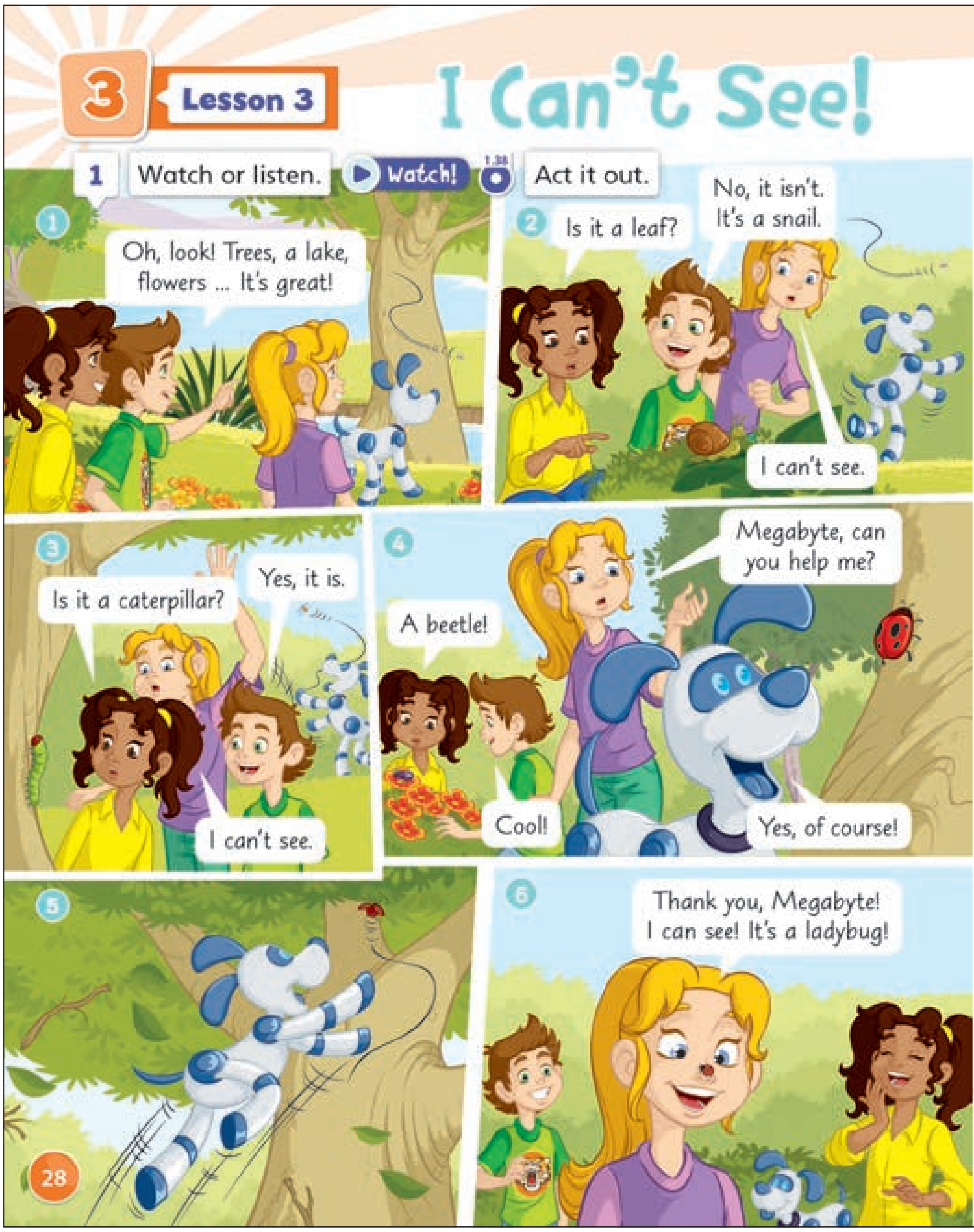
### Warmer

- Play the *Hands Up* song from Unit 3 Lesson 2 page 27 1•37 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

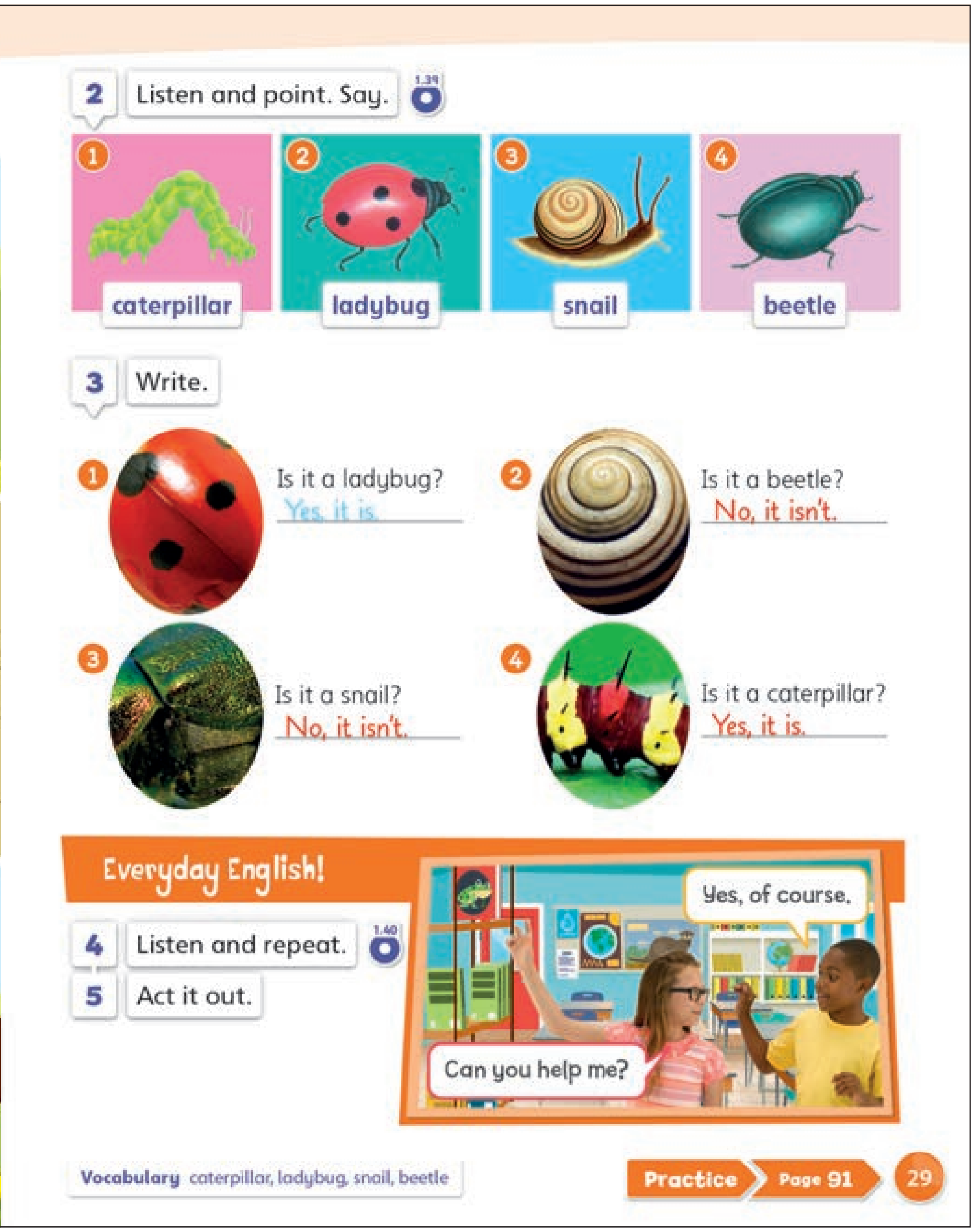
### 1 Watch or listen. 1•38 Act it out.

- Point to the first frame of the story and ask students who they can see (*Lucy, Jack, Ellie, and Megabyte*).
- Play the recording, pausing after the first frame. Ask the class *What can Jack see?* Elicit *trees, a lake,* and *flowers.*
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again, pausing to ask students questions about each frame: 1 *Where are the children? (In the park.) Are they happy? (Yes.)* 2 *Is it a leaf? (No.) Can Ellie see? (No.) What's Megabyte doing? (Playing.)* 3 *Is it a leaf? (No.) Can Ellie see? (No.)* 4 *What does Ellie want Megabyte to do? (Help her.) Why? (She can't see the animals.) Does Megabyte want to help (Yes.)* 5 *What's Megabyte doing? (He's jumping up the tree.)* 6 *Where is the bug? (It's on Ellie's nose.) Can she see it? (Yes!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

**Further practice**
**Workbook page 20**


3
Lesson 3
I Can't See!
1 Watch or listen.
Watch!
1.38
Act it out.
1
Oh, look! Trees, a lake, flowers ... It's great!
2
Is it a leaf?
No, it isn't. It's a snail.
I can't see.
3
Is it a caterpillar?
Yes, it is.
I can't see.
4
A beetle!
Megabyte, can you help me?
Cool!
Yes, of course!
5
6
Thank you, Megabyte! I can see! It's a ladybug!
28

### Notes



2 Listen and point. Say. 1.39

① caterpillar
② ladybug
③ snail
④ beetle

3 Write.

① Is it a ladybug? Yes, it is.
② Is it a beetle? No, it isn't.
③ Is it a snail? No, it isn't.
④ Is it a caterpillar? Yes, it is.

Everyday English!

4 Listen and repeat. 1.40
5 Act it out.

Yes, of course.
Can you help me?

Vocabulary caterpillar, ladybug, snail, beetle

Practice Page 91

29

## 2 Listen and point. Say. 1•39

- Introduce the new words with the Megabyte puppet and the flashcards. Slowly reveal the flashcards from behind a piece of paper and place them on the board. Encourage the class to ask, e.g. *Is it a (beetle)?* as you do this.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point and say the words.
- Look at the story again. Ask students to find and point to the animals mentioned in the story. Ask, e.g. *Where's the snail/caterpillar/ladybug/ beetle? It's on the (leaf).* Then point to the animals in a random order and ask *Is it a (beetle)? No, it isn't. Is it a (snail)? Yes, it is.* etc.

### Transcript

caterpillar, ladybug, snail, beetle
snail, caterpillar, beetle, ladybug

### Extension activity

- Hand out all the Unit 3 flashcards to students around the class. With a less confident class, hand them out to pairs of students.
- Ask students to look at their flashcard. Then place it face down on their desk. Encourage the class to ask questions with *Is it a/an …?* to find out the animal on each flashcard. The student with the flashcard answers *Yes, it is.* or *No, it isn't.*

## 3 Write.

- Ask students to look at the first photo and ask *Is it a ladybug?* Elicit the answer *Yes, it is.* and point to the example answer on the writing line. Ask *Why?* Elicit the answer *It's black and red.*
- Say *Write Yes, it is. or No, it isn't.* With a more confident class, allow students to work independently. Then ask students to check their answers in pairs. With a less confident class, allow students to work in pairs.

**21ST CENTURY SKILLS**

**Critical thinking and problem-solving**
Students evaluate pictorial information to confirm data.

### Fast finishers

Ask fast finishers to write the correct answer when it is *No, it isn't*, e.g. *Is it a (beetle)? No, it isn't. It's a (snail).*

## 4 Listen and repeat. 1•40

- Play the recording for students to listen. Play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Girl 4:** Can you help me?
**Boy 4:** Yes, of course.

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Play some music and ask students to stand and move around the room. Pause the music. When it stops tell students to make a pair with the student nearest to them. They take turns asking and answering *Can you help me? Yes, of course.* Encourage students to mime actions they might need help with, e.g. answering a question in the book, carrying something. Start the music and repeat several times.
- Move around the class monitoring that all of the students are speaking and responding well.
- Tell students they can use this exchange whenever they want to ask somebody for help and to give help.

### Finisher

- Play *Picture it*! See Ideas Bank (Teacher's Book page 141) for instructions.

### Further practice

**Extra Practice Student Book page 91**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 3 Lesson 3**
**Workbook page 21**

# Lesson 4 page 30

Classroom Presentation Tool

## Objectives

To present a CLIL concept (Geography).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *ocean, mountain, valley, hill*

**Passive:** *cut, stick, color; What's this? This is a (mountain). What's the weather like? It's (hot/cold/snowy). I can swim there. I can see (trees). Is it true or false?*

## Materials

Unit 3 flashcards; Level 2 Unit 2 flashcards (weather); Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 3 Lesson 4; map of your country (optional), pictures of mountains, hills, valleys and an ocean (optional)

### Warmer

- Play *Sharkman*. See Ideas Bank (Teacher's Book page 142) for instructions. Use the Level 2 Unit 2 flashcards to review weather.

### 1 Listen, read, and stick. 1•41

- Books closed. Bring pictures of a mountain, a hill, a valley, and an ocean to class. If not, draw simple drawings of each item on the board.
- Say the names of each geographical feature with the class. Write the words next to each picture on the board.
- Books open. Ask students to turn to the stickers section in the Student Book and find the CLIL stickers. Point to each sticker in turn and ask *What is it?* Encourage students to use the words on the board.
- Point to activity 1 and say *Listen and read*. Play the recording. Pause after each item and ask students to point to the correct sentence and repeat it.
- Ask students to get the CLIL stickers ready. Point to page 30. Say *Listen and stick your stickers on page 30*. Play the recording again, pausing to allow students to stick the stickers.
- Ask students to check their answers in pairs by asking and answering, e.g. *What's this? This is (an ocean).*

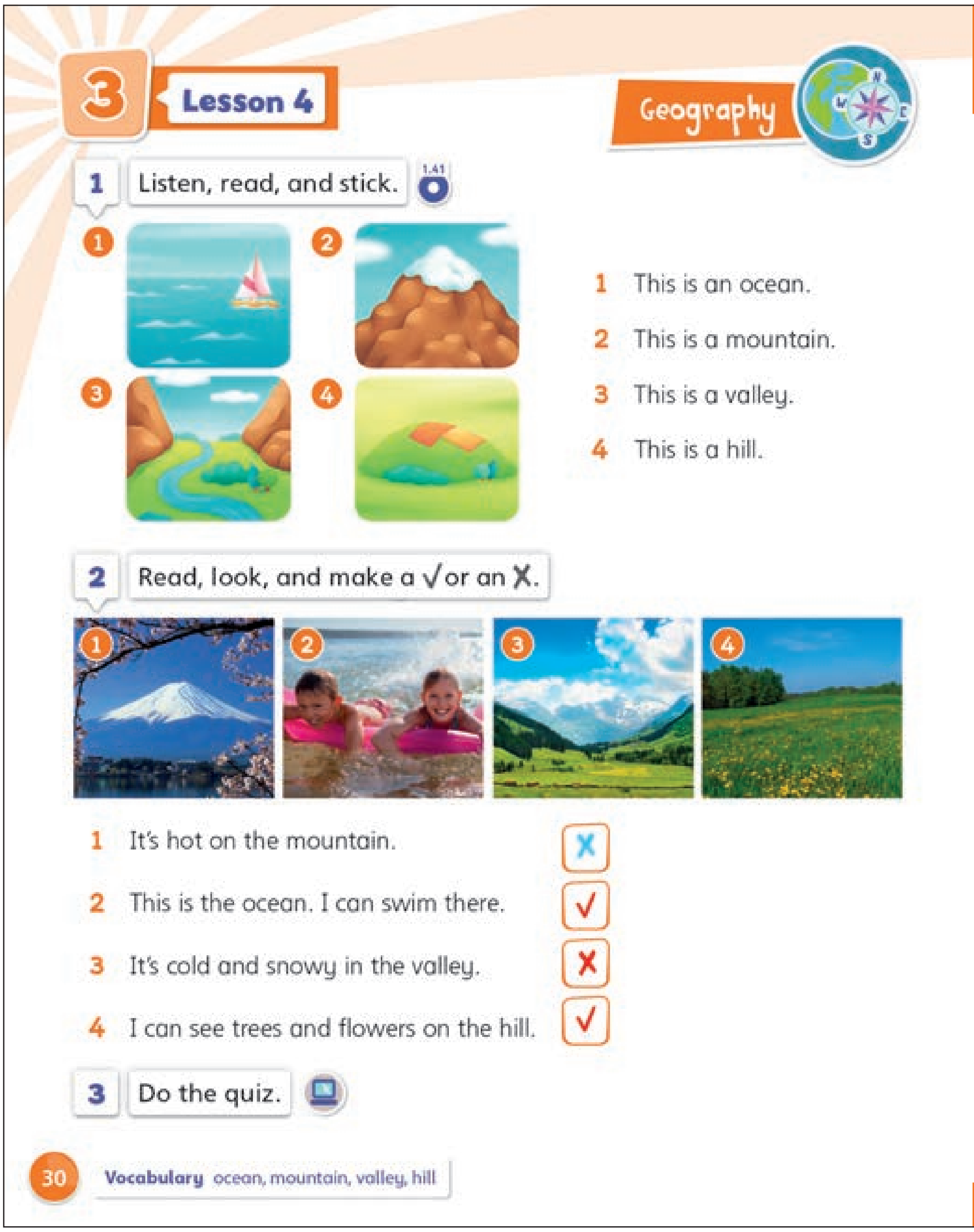
### Transcript

1 This is an ocean.
2 This is a mountain.
3 This is a valley.
4 This is a hill.

21ST CENTURY SKILLS

**Communication**

Students listen to texts about geographical concepts.



3 Lesson 4 Geography

1 Listen, read, and stick. 1.41

1 This is an ocean.
2 This is a mountain.
3 This is a valley.
4 This is a hill.

2 Read, look, and make a ✓ or an ✗.

1 It's hot on the mountain. ✗
2 This is the ocean. I can swim there. ✓
3 It's cold and snowy in the valley. ✗
4 I can see trees and flowers on the hill. ✓

3 Do the quiz.

30 **Vocabulary** ocean, mountain, valley, hill

### 2 Read, look, and make a ✓ or an ✗.

- Point to each of the four photos in activity 2 and ask *What's this?* Elicit the geography words. Ask *What's the weather like?* Elicit the appropriate weather words for each photo, e.g. *It's a mountain. It's snowy/cold*. Use the weather flashcards to elicit the words.
- Read the first sentence below the photos: *It's hot on the mountain*. Elicit if that's true or not (*False. It's snowy/cold on the mountain*). Point to the ✗ given as an example answer.
- Ask students to check their answers in pairs before checking as a class.

### 3 Do the quiz.

- Hand out CLIL worksheets and tell the class they are going to do a quiz.
- With a less confident class, do the quiz together. Go through each question and elicit the three possible answers. With a more confident class, ask students to read and answer the questions in pairs.
- Check answers together as a class. Put students into pairs to read through the quiz again. Students take turns asking and answering the questions, e.g. *What is the Atlantic? Is it a river? No, it isn't. Is it an ocean? Yes, it is*. etc.

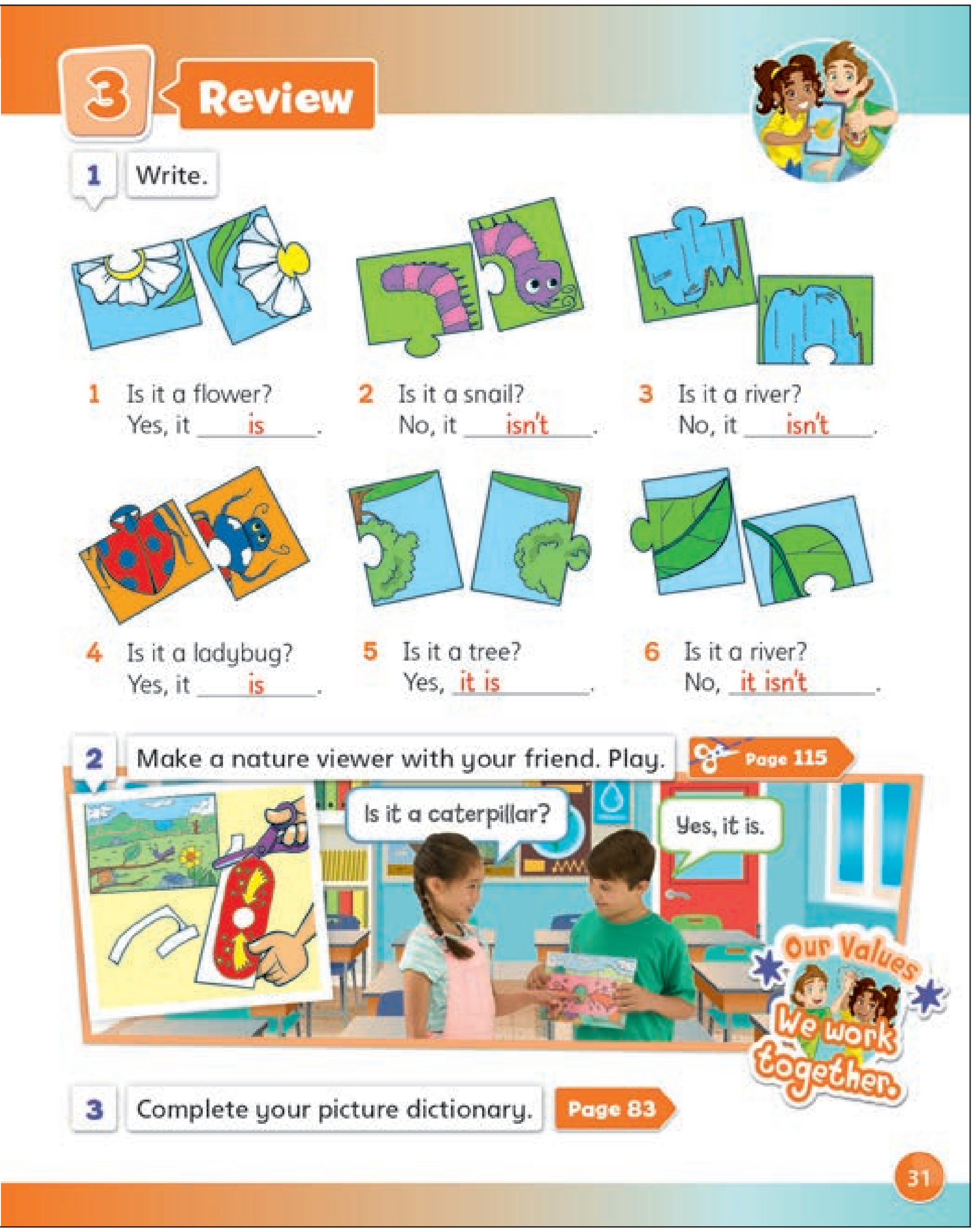
### Finisher

- Play *Kim's game*. See Ideas Bank (Teacher's Book page 140) for instructions. Use the nature and weather flashcards.

### Culture note

The largest mountain in the world, Mount Everest, was first climbed by Sir Edmund Hillary, from New Zealand, and Tenzing Norgay, from Nepal. In 1953, they spent 15 minutes on the snowy top of the mountain.

**Further practice**
Workbook page 22



3 Review

1 Write.

1 Is it a flower?
Yes, it __is__.

2 Is it a snail?
No, it __isn't__.

3 Is it a river?
No, it __isn't__.

4 Is it a ladybug?
Yes, it __is__.

5 Is it a tree?
Yes, __it is__.

6 Is it a river?
No, __it isn't__.

2 Make a nature viewer with your friend. Play. Page 115

Is it a caterpillar?

Yes, it is.

Our Values
We work together.

3 Complete your picture dictionary. Page 83

31

## Review page 31

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

To talk about a value.

### Language and structures

**Active:** *lake, leaf, river, tree, rock, flower, caterpillar, ladybug, snail, beetle, ocean, mountain, valley, hill; Is it a (flower)? Yes, it is. / No, it isn't.*

**Passive:** *Make a viewer with your friend; We work together.*

### Materials

Unit 3 flashcards; Class Audio CD 1; Craft worksheet Unit 3 Review; scissors, colored pens; outline maps of your country from the internet (optional), atlases (optional); two balls (optional); *Our Values* sticker

### Warmer

- Play *Which one is missing?* See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Write.

- Ask students to look at the pictures and say what they can see.
- Read the first question *Is it a flower?* Write the partial answer *Yes, it* _____ on the board and invite a confident student to come up and finish the sentence. Point to the writing line below the picture and say *Write.*
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *Is it a (snail)? No, it isn't. It's a (caterpillar).*

### 2 Make a nature viewer with your friend. Play.

- Hand out Craft worksheets and tell the class they are going to make a viewer.
- Students color and cut out the scene and the viewer. Ask students questions about their viewers, e.g. *What is it? Is it a (mountain)? What color is it?*
- When the class is ready, read the dialogue in the Student Book. Model the activity with a confident student. Ask them to hold up their picture and use the viewer to show you an animal. Ask *Is it a (mountain)?* and elicit the answer *Yes, it is.*
- Put students into pairs. They take turns placing the viewer over their picture and asking and answering, e.g. *Is it a (snail)? No, it isn't. It's a (caterpillar). Is it a (mountain)? Yes, it is.*

**21ST CENTURY SKILLS**

**Collaboration**
Students learn to work together in pairs.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 83 of their Student Books and look at the Picture Dictionary section for Unit 3.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class asking questions, e.g. *What is it? Is it a (snail)?*
- Students can then color the items in the Picture Dictionary.

### Our Values

- Show the class the space for the *Our Values* sticker. Read out the value (*We work together*). Ask students why it's important to work together. Listen to students' ideas and praise them.
- Ask the class if they worked together today. Remind them to try and work together during class when they are in pairs or small groups. Congratulate students and award them with the values sticker. They can stick the sticker in the space on page 31.

### Extension activity

Decorate a map of your country. Give each pair of students an outline map of your country.

Write a few geographical features on the board. These could be famous rivers, lakes, mountains, hills, or valleys. Ask the class to use the internet or atlases in class to draw the features on the maps in the correct place and then label them. Students can color the map.

### Finisher

- Play *True or False*. See Ideas Bank (Teacher's Book page 141) for instructions. Use rolled-up pieces of paper if you don't have balls.

**Further practice**
Unit 3 Test
Workbook page 23

# Unit 4 Fabulous Food
## Lesson 1 pages 32–33

Classroom Presentation Tool

### Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures

**Active:** *pear, apple, pineapple, banana, orange, peach, ladybug*

**Passive:** *food, market, fruit; Do you like (pasta)? Yes, I do. / No, I don't. What is it? Is it a (pear)? It's a (banana).*

### Materials

Unit 4 flashcards, Level 2 Unit 7 flashcards (food); Class Audio CD 1; Megabyte puppet; Unit 4 Lesson 1 stickers

### Warmer

- Play *What number is it?* with the Level 2 Unit 7 flashcards to review food. See Ideas Bank (Teacher's Book page 140) for instructions.
- Leave the flashcards on the board and ask, e.g. *Do you like (pasta)?* Encourage students to use *Yes, I do. / No, I don't.*

### 1 Listen and point. Say. 1•42

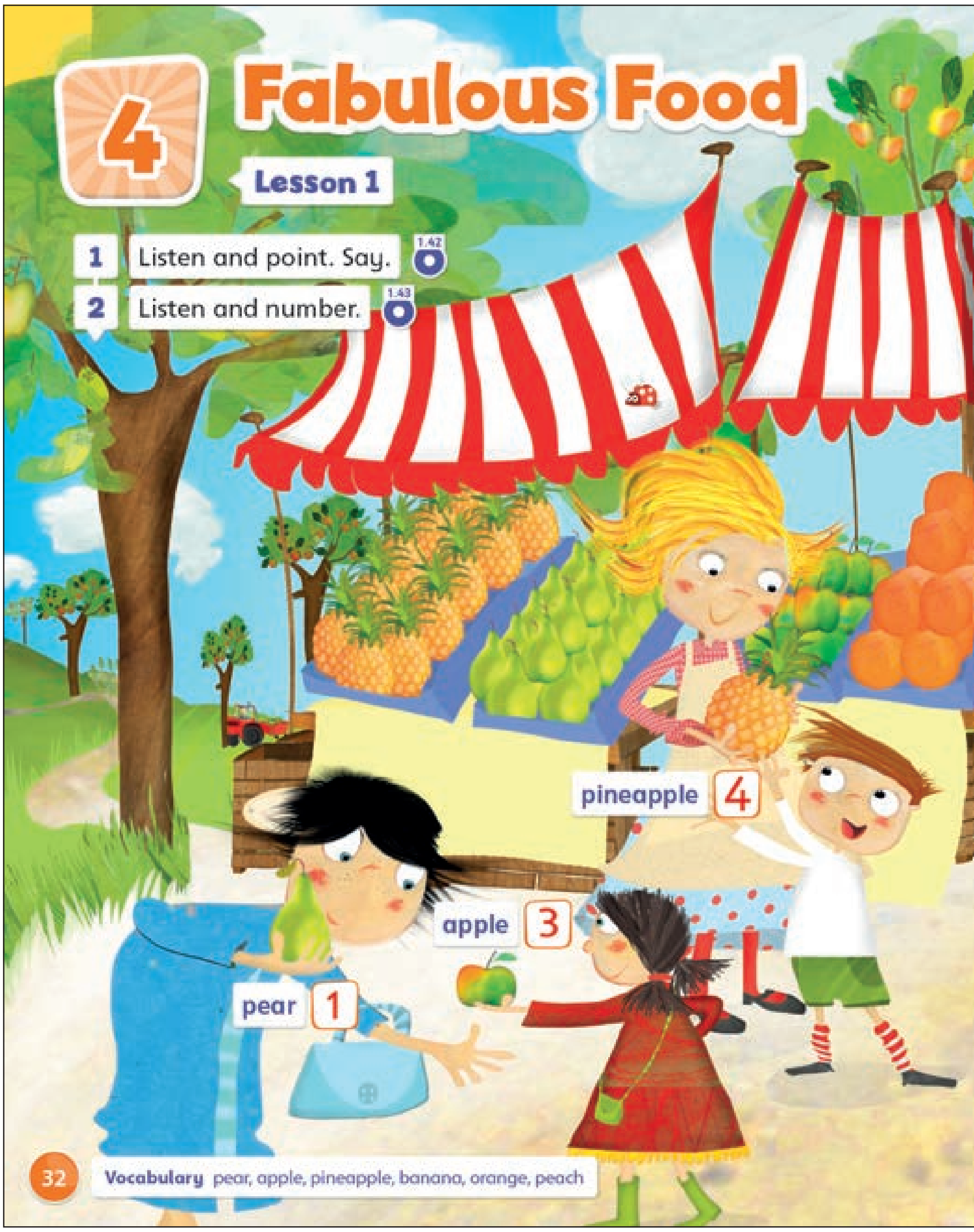
- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the right of the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Books open. Ask students what Megabyte is showing them *(a market)*. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

#### Transcript

pear, apple, pineapple, banana, orange, peach
pineapple, banana, orange, apple, pear, peach

### 2 Listen and number. 1•43

- Point to the four answer boxes next to each item on pages 32–33. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording, pausing after the first item to check the answer (1 *pear*).
- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.



4 Fabulous Food

Lesson 1

1 Listen and point. Say. 1.42

2 Listen and number. 1.43

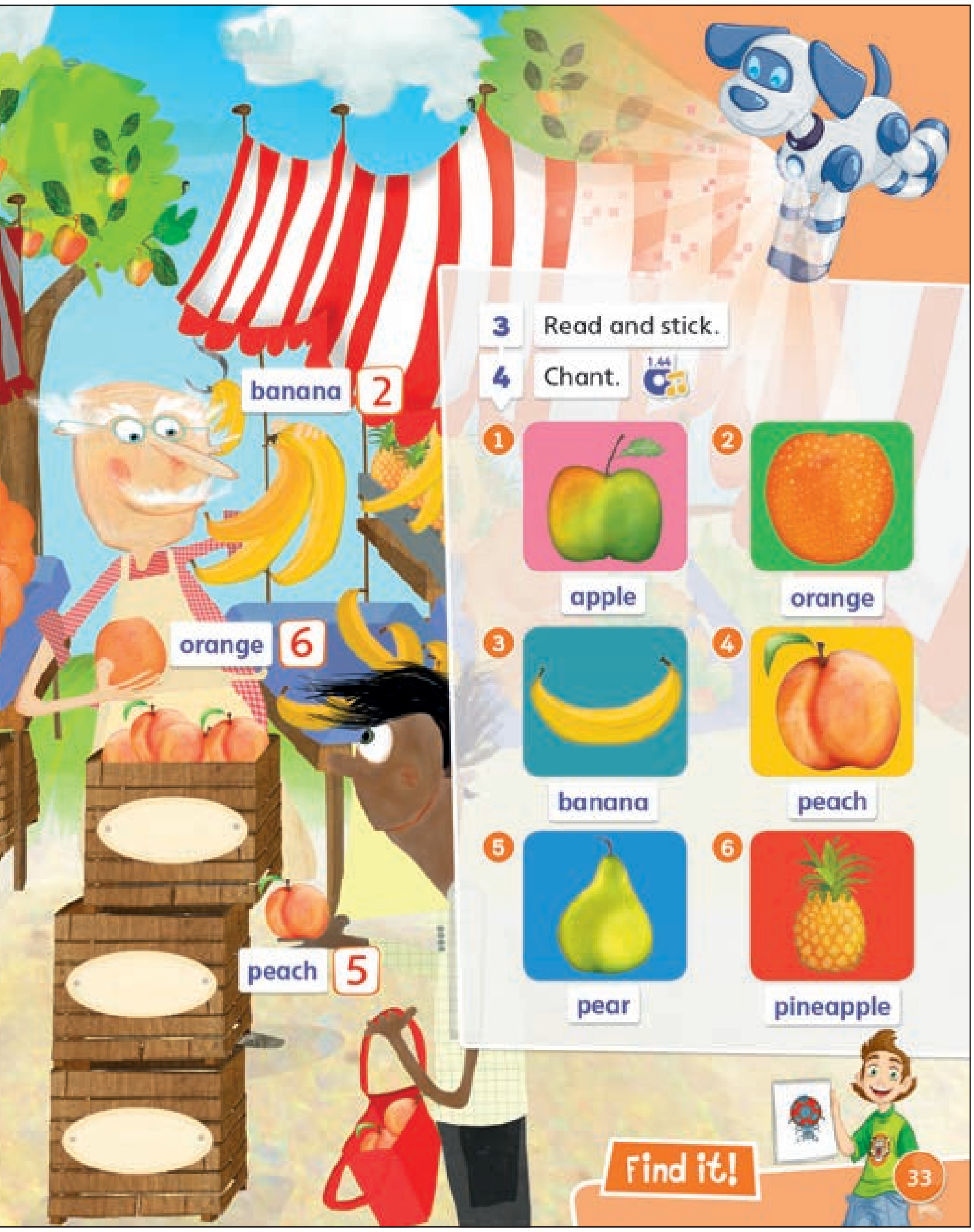
32 **Vocabulary** pear, apple, pineapple, banana, orange, peach

- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (2)? It's a (banana).*

#### Transcript

1 pear
2 banana
3 apple
4 pineapple
5 peach
6 orange

### Notes



### 3 Read and stick.

- Point to the sticker spaces on page 33 and say *Read the words*. Point to each word and read it aloud as a class. With a more confident class ask individual students to read the words aloud. The class listen and repeat.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order. Ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 33.* Students stick the stickers in the correct spaces.
- Check answers by asking students *What's number (1)?*

**Fast finishers**

Put students into pairs to take turns pointing to the main picture and asking and answering, e.g. *What is it? It's a (pear).* or *Is it a (pear)? Yes, it is. / No, it isn't.*

### 4 Chant. 1•44

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Place the flashcards on the walls around the room. Play the chant once more. Pause the recording after each item. Invite a student to come and take the correct flashcard off the wall.

#### Chant

apple, apple, apple
orange, orange, orange
banana, banana, banana
peach, peach, peach
pear, pear, pear
pineapple, pineapple, pineapple

### Find it!

- Point to Jack's drawing pad and ask students *What is it?* Elicit *It's a ladybug*. Say *Find the ladybug in the picture*. (It's above the woman with blonde hair holding a pineapple on page 32).
- Tell students to turn to the Picture Dictionary for Unit 4 (Student Book page 83) and find the *ladybug*. Elicit what color the *ladybug* is in the main picture on page 32 (red and white). Ask students to color the ladybug in the Picture Dictionary the same colors.

**21ST CENTURY SKILLS**

**Initiative and self-direction**

Students prepare and study a picture dictionary to consolidate their knowledge.

### Finisher

- Play *Find the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

**EXTRA VOCABULARY**

fruit
market
apple tree
stall
tent
shopping
money
boxes
buy (v.)

**Further practice**

**CD-ROM: Vocabulary Worksheet Unit 4 Lesson 1**
**Workbook page 24**

### Notes

# Lesson 2 pages 34–35

Classroom Presentation Tool

## Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the lesson 1 vocabulary.
- To sing a song using the lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.

## Language and structures

**Active:** *Can I have (two) (apples), please? Can I have two (peaches), please? Here you go.*

**Passive:** *What fruit can you see? How many (oranges) are there? fruit stand, merengue; I'm at the market.*

## Materials

Unit 4 flashcards; Class Audio CD 1; Craft worksheets Unit 4 Lesson 2; scissors, glue, colored pens

## Warmer

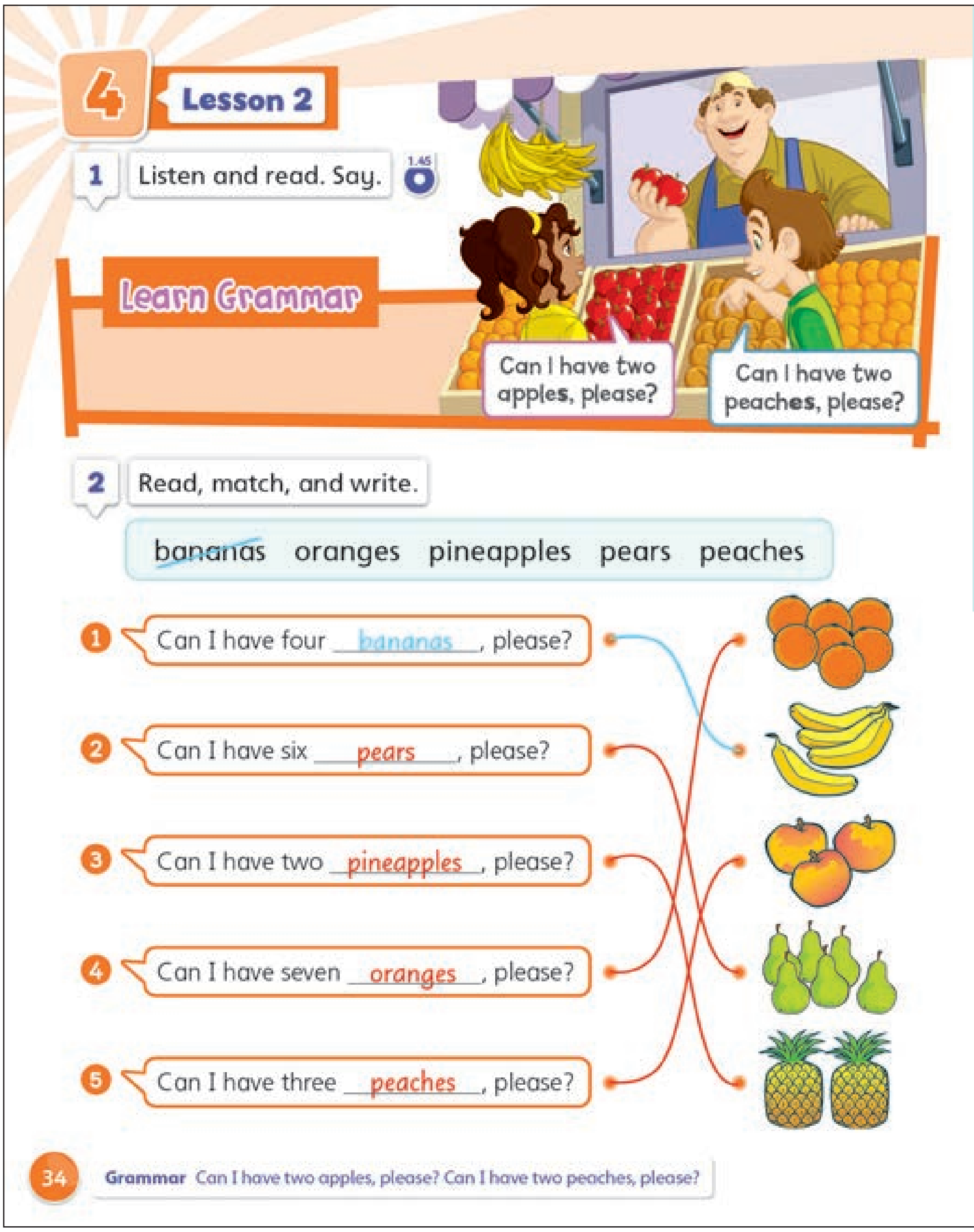
- Play the chant from Unit 4 Lesson 1 page 33 1•44 for students to listen and join in.
- Hand out the fruit flashcards to pairs of students at random. Play the chant again. Ask students to hold up the correct fruit as they say the chant.

## 1 Listen and read. Say. 1•45

- Point to the picture and ask *Where are Lucy and Jack? (at the market)*. Ask *What fruit can you see?* Elicit *apples, peaches, oranges and bananas*.
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Write *one apple* and *one peach* on the board. Then replace the word *one* with *two*. In a different color pen, add the letter *s* to make *apples* and the letters *es* to make *peaches*.
- Tell students that when we talk about more than one item we add the letter *s* to the end of the word. When a word ends in *ch* we often add *es*.
- Hold up the flashcards and elicit the other fruit words. Write them on the board. Elicit the plural forms.
- Point to a fruit and say *Can I have two (bananas), please?* Point to another fruit and elicit the structure from the class. Repeat with the remaining fruit. Ask confident students, or pairs, to ask using the structure.

## Transcript

**Lucy:** Can I have two apples, please?
**Jack:** Can I have two peaches, please?



4 Lesson 2

1 Listen and read. Say. 1.45

Learn Grammar

Can I have two apples, please?

Can I have two peaches, please?

2 Read, match, and write.

~~bananas~~ oranges pineapples pears peaches

1 Can I have four bananas, please?
2 Can I have six pears, please?
3 Can I have two pineapples, please?
4 Can I have seven oranges, please?
5 Can I have three peaches, please?

34 Grammar Can I have two apples, please? Can I have two peaches, please?

## 2 Read, match, and write.

- Point to the small pictures and elicit the fruit words with the plural *s*, e.g. *oranges, bananas*.
- Ask *How many oranges are there?* and count them as a class. Elicit *Seven oranges*. Count the remaining fruit.
- Point to the first sentence and read it aloud or ask a confident student to read it. Follow the line from the sentence to the picture with your finger and say *Four bananas*. With a less confident class, work through the second sentence together.
- Refer students to the word box. Say *Read and match*. Tell students to focus on the number in the sentence to help them match the fruit.
- Allow students to work independently or in pairs. Move around the class offering help if necessary. Make sure students use the plural *s*.
- Ask students to check their answers in pairs before checking together as a class.

## 3 Sing. 1•46

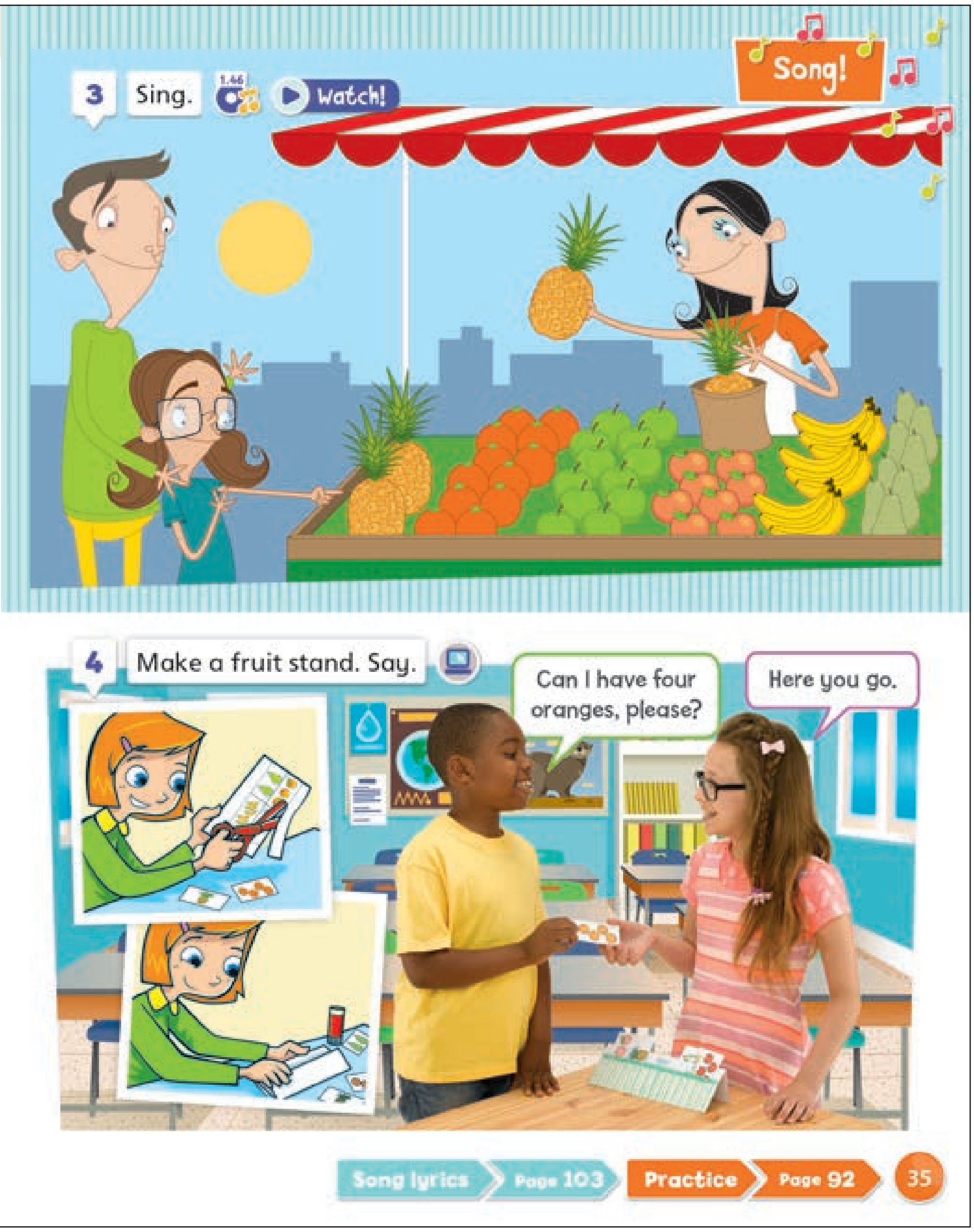
- Play the *Merengue at the Market* song once for students to listen. Encourage students to point to the fruit in the picture.
- Play the song again. Model actions or create them with the class, e.g. do a dance move as you sing the chorus; hold up your fingers for the numbers.

## Merengue at the Market Song

I'm at the market. I'm at the market.
Can I have, can I have, can I have ...?

Two pineapples, please. Two pineapples, please.
Oh, I like fruit! Two pineapples, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!

Three oranges, please. Three oranges, please.
Oh, I like fruit! Three oranges, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!



3 Sing. 1.46 Watch!

Song!

4 Make a fruit stand. Say.

Can I have four oranges, please?

Here you go.

Song lyrics Page 103 Practice Page 92

35

Four apples, please. Four apples, please.
Oh, I like fruit! Four apples, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!

Five peaches, please. Five peaches, please.
Oh, I like fruit! Five peaches, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!

Six bananas, please. Six bananas, please.
Oh, I like fruit! Six bananas, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!

Seven pears, please. Seven pears, please.
Oh, I like fruit! Seven pears, please.
I'm at the market. I'm at the market.
Merengue at the market! Hey, hey, hey!

### 4 Make a fruit stand. Say.

- Hand out Craft worksheets. Tell the class they are going to make a fruit stand. Ask students what materials they think they will need (scissors, glue, and colored pens).
- Students color and cut out the fruit. Model how to fold the top of the stall back, and fold and stick the front of the stall making a pocket for the fruit.
- Model the activity with a confident student. Encourage the student to ask, e.g. *Can I have (four) (oranges), please?* Respond with *Here you go*. Explain *Here you go* is what you say when you give someone something they ask for.
- Put students into pairs or small groups. They take turns asking and answering for the correct number of fruit. Move around the class, offering help if necessary and giving praise.

21$^{ST}$ CENTURY SKILLS

**Collaboration**
Students interact in groups to achieve a common goal.

### Finisher

- Play *Watch my lips*. See Ideas Bank (Teacher's Book page 140) for instructions. Put the class into small groups and ask them to play it in their groups.

### Further practice

**Extra Practice Student Book page 92**
**Workbook page 25**

### Notes

# Lesson 3 pages 36–37

**Classroom Presentation Tool**

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *hamburger, sandwich, pizza, milkshake; Can I have (two) (milkshakes), please? Yes, of course. Here you go. Thank you.*

**Passive:** *Where are they? (At a café.)*

## Materials

Unit 4 flashcards; Class Audio CD 1; Megabyte puppet

### Warmer

- Play the *Merengue at the Market* song from Unit 4 Lesson 2 page 35 1.46 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. 1•47 Act it out.

- Point to the first frame of the story and ask students who they can see (*Uncle Alex, Lucy, Jack, Ellie, Sam, Megabyte*). Ask *Where are they? (At a cafe)*. Ask the class what kind of food they usually eat in a cafe and elicit some ideas.
- Play the recording. Encourage students to point to the correct pictures as they listen.
- Play the recording again, pausing to ask students questions about each frame:
  1 *Are the children happy? (Yes.) Why? (They're in a cafe.) What are they going to eat? (Two pizzas.)*
  2 *Does Megabyte want pizza? (No.) Does he want a hamburger? (Yes.)*
  3 *Can he have a sandwich? (No, he can't.)*
  4 *What does Megabyte want? (A milkshake.) Can he have a milkshake? (No, he can't.)*
  5 *What do they have? (Two pizzas.)*
  6 *Does Megabyte want pizza now? (Yes!) Can he have a pizza? (Yes, he can!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

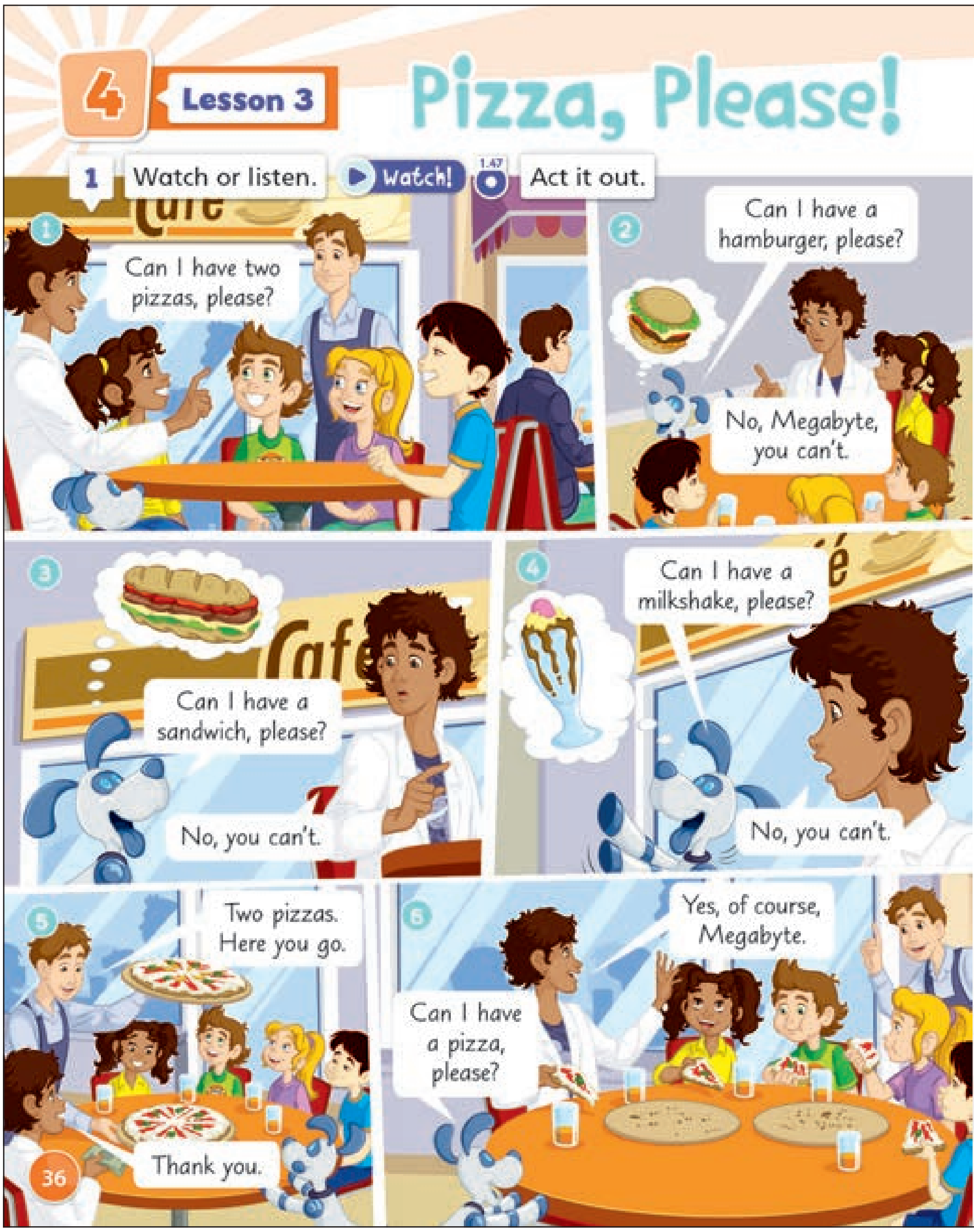
21ST CENTURY SKILLS

**Communication**

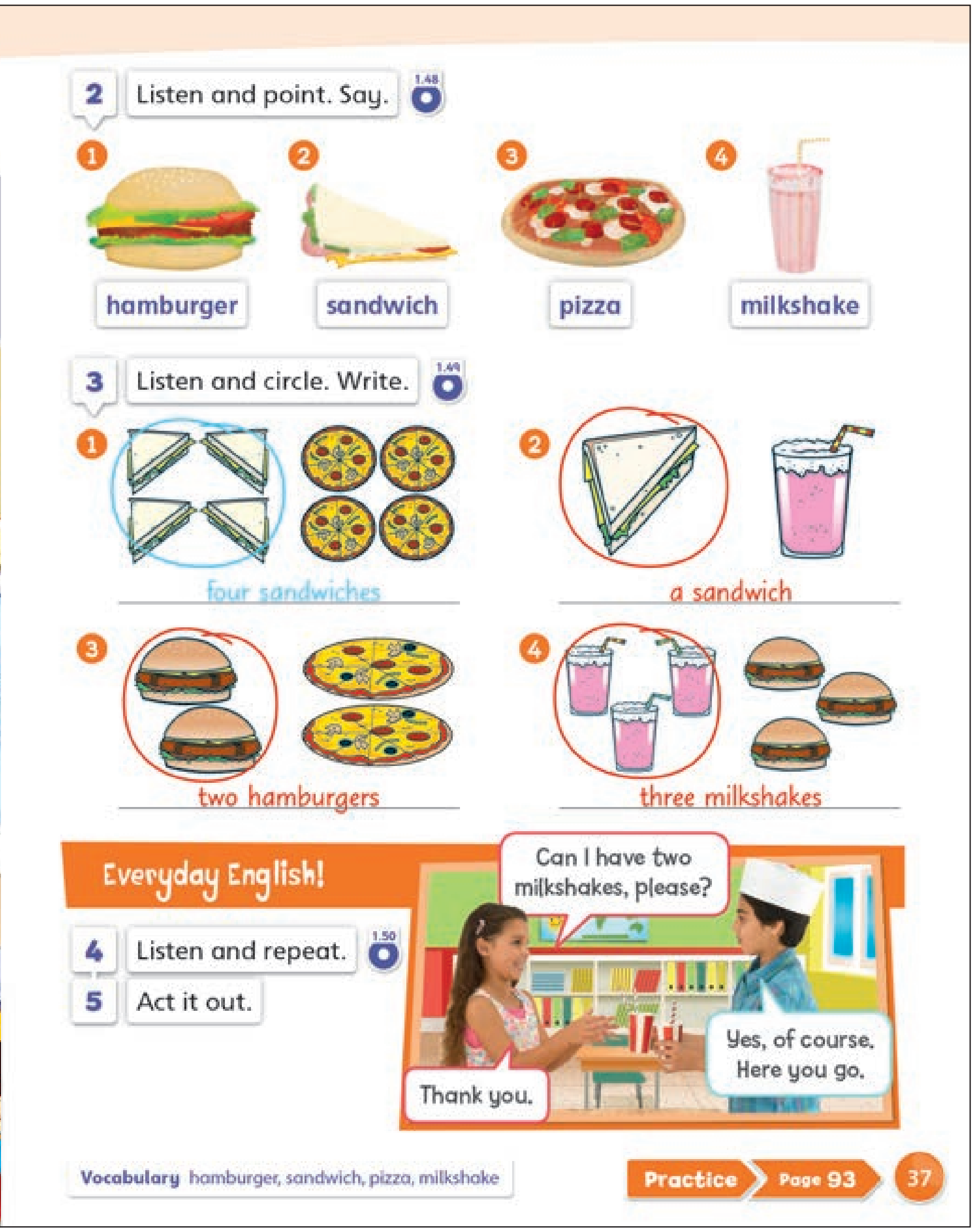
Students listen to a story presenting language in a meaningful context.

**Further practice**

Workbook page 26


4
Lesson 3
Pizza, Please!
1 Watch or listen.
Watch!
1.47
Act it out.
1
Cafe
Can I have two pizzas, please?
2
Can I have a hamburger, please?
No, Megabyte, you can't.
3
Cafe
Can I have a sandwich, please?
No, you can't.
4
Can I have a milkshake, please?
No, you can't.
5
Two pizzas. Here you go.
Thank you.
6
Can I have a pizza, please?
Yes, of course, Megabyte.
36

## Notes



**2** Listen and point. Say. 1.48

1 hamburger
2 sandwich
3 pizza
4 milkshake

**3** Listen and circle. Write. 1.49

1 four sandwiches
2 a sandwich
3 two hamburgers
4 three milkshakes

Everyday English!

**4** Listen and repeat. 1.50

**5** Act it out.

Can I have two milkshakes, please?

Yes, of course. Here you go.

Thank you.

**Vocabulary** hamburger, sandwich, pizza, milkshake

Practice Page 93

37

## 2 Listen and point. Say. 1•48

- Introduce the new words with the Megabyte puppet and the flashcards. Encourage the class to ask *Can I have a (pizza), please?* etc. as you do this.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point and say the words.
- Look at the story again. Ask, e.g. *Can I have a hamburger/sandwich/ milkshake?* and ask students to point to the items in the story.

**TEACHING TIP**

Write the four new food and drink words on the board. In a different color pen, write the plural endings, e.g. *sandwiches*. Drill the words with the class, focusing on the ending sound.

### Transcript

hamburger, sandwich, pizza, milkshake
pizza, milkshake, sandwich, hamburger

## 3 Listen and circle. Write. 1•49

- Ask students to look at the first pair of pictures. Ask *What can you see?* Elicit the food and drink vocabulary along with the correct number and plural, *four sandwiches, four pizzas.*
- Play the recording, pausing after the first item. Ask *What is it?* Elicit *four sandwiches* and point to the circled picture and the written example answer below.
- Say *Listen and circle.* Play the remainder of the recording. Pause for students to circle the pictures. Play the recording twice or pause after each item, if necessary.
- Say *Now write the words* and allow students time to write the words on the writing lines. Refer students to the spelling of the vocabulary in activity 2. Remind them to add *s* or *es* for plurals.
- Move around the class, offering help if necessary.
- Ask students to check their answers in pairs before checking together as a class.

### Transcript

1 Can I have four sandwiches, please?
2 Can I have a sandwich, please?
3 Can I have two hamburgers, please?
4 Can I have three milkshakes, please?

## 4 Listen and repeat. 1•50

- Play the recording for students to listen, then play it again. Pause after each line for students to repeat the phrases.

### Transcript

**Girl 3:** Can I have two milkshakes, please?
**Boy 3:** Yes, of course. Here you go.
**Girl 3:** Thank you.

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet or with more confident students.
- Hand out all the Unit 4 flashcards to students. Use Megabyte to ask *Can I have a (sandwich), please?* The student with that flashcard passes it to Megabyte and says *Yes, of course. Here you go.*
- Repeat with all the flashcards. Then hand them out to other students.
- With a more confident class, ask individual students to ask the questions and encourage them to use plurals for the food items. As an extension, allocate roles for waiter and customer.
- Tell students they can use this exchange whenever they want to ask for something politely, like food or drink. Ask them to think about other situations when they might use this dialogue (when they want to ask for a pen or pencil or something in class).

## Finisher

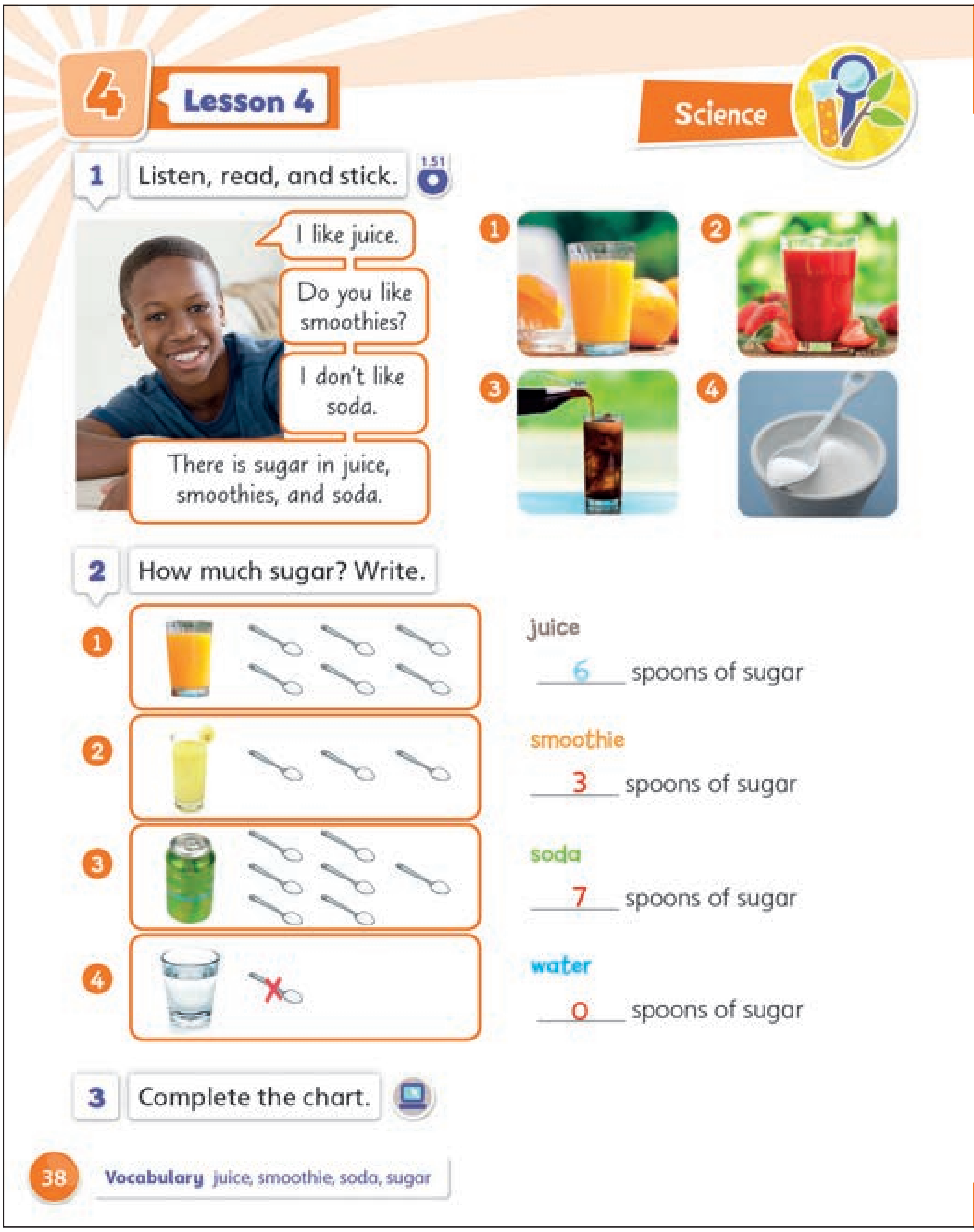
- Play *Change places*. See Ideas Bank (Teacher's Book page 141) for instructions.

## Further practice

**Extra Practice Student Book page 93**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 4 Lesson 3**
**Workbook page 27**

# Lesson 4 page 38

Classroom Presentation Tool



4 Lesson 4

Science

1 Listen, read, and stick. 1.51

I like juice.

Do you like smoothies?

I don't like soda.

There is sugar in juice, smoothies, and soda.

1 2 3 4

2 How much sugar? Write.

1 juice

6 spoons of sugar

2 smoothie

3 spoons of sugar

3 soda

7 spoons of sugar

4 water

0 spoons of sugar

3 Complete the chart.

38 **Vocabulary** juice, smoothie, soda, sugar

## Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *juice, smoothie, soda, sugar, water, ice cream, cake, pear, apple, pineapple, banana, orange, peach, hamburger, sandwich, pizza, milkshake*

**Passive:** *complete the chart; sweet; (Eight) spoons of sugar. I like (juice). I don't like (soda). There is (sugar) in juice. How much sugar does it have?*

## Materials

Unit 4 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 4 Lesson 4; colored pens; bowl of sugar (optional), a teaspoon (optional)

### Warmer

- Play *Little by little*. See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen, read, and stick. 1•51

- Books closed. Hold up the food and drinks flashcards and ask *Is a (banana) sweet?* Place the sweet items on the board.
- Books open. Play the recording for students to listen and read the text.
- Write the words *juice, smoothies, soda,* and *sugar* on the board. Say each word and ask the class to repeat them.
- Play the recording again and ask students to listen and put their hands up when they hear the words on the board.
- Ask students to turn to the CLIL stickers. Point to the stickers and ask *What is it?* Encourage students to guess using the words on the board.
- Point to page 38. Say *Listen and stick your stickers on page 38.* Play the recording again, pausing to allow students to place the stickers.

### Transcript

1 I like juice.
2 Do you like smoothies?
3 I don't like soda.
4 There is sugar in juice, smoothies, and soda.

### 2 How much sugar? Write.

- Books closed. Bring a teaspoon to class or draw one and write *spoon*.
- Hold up the *milkshake* flashcard and ask *How much sugar does it have?* Encourage the class to guess the number of spoons of sugar in a milkshake. Record a few guesses. Repeat for *orange juice*, *smoothies*, *soda*, and *water*.
- Books open. Point to the first picture and elicit the drink. Ask *How many spoons can you see?* (6). Point to the example answer on the right and say *Juice has six spoons of sugar.*
- Tell students to count and complete the remaining items.
- Point to the students guesses on the board for juice and ask *Is it correct?* Invite a student to come up and write the correct answer on the board. Repeat with the remaining items.

### 3 Complete the chart.

- Hand out CLIL worksheets. Look at the pictures and elicit the items.
- Put students into pairs. Tell them to decide how many spoons of sugar each food/drink contains.
- Write all the food/drinks words on the board and invite students to give you their answers. Write the correct answers on the board as follows: *ice cream = 6; an orange = 2; a banana = 3; cake = 5.*
- Tell students to complete the chart. They match the food/drink item with the number of spoons of sugar along the bottom of the chart and draw a small picture of each item. If necessary, go through an example together as a class, e.g. *0 – zero. There are 0 spoons of sugar. What is it? It's water.*
- Remind the class how to draw a bar graph.

21ST CENTURY SKILLS

**Information literacy**

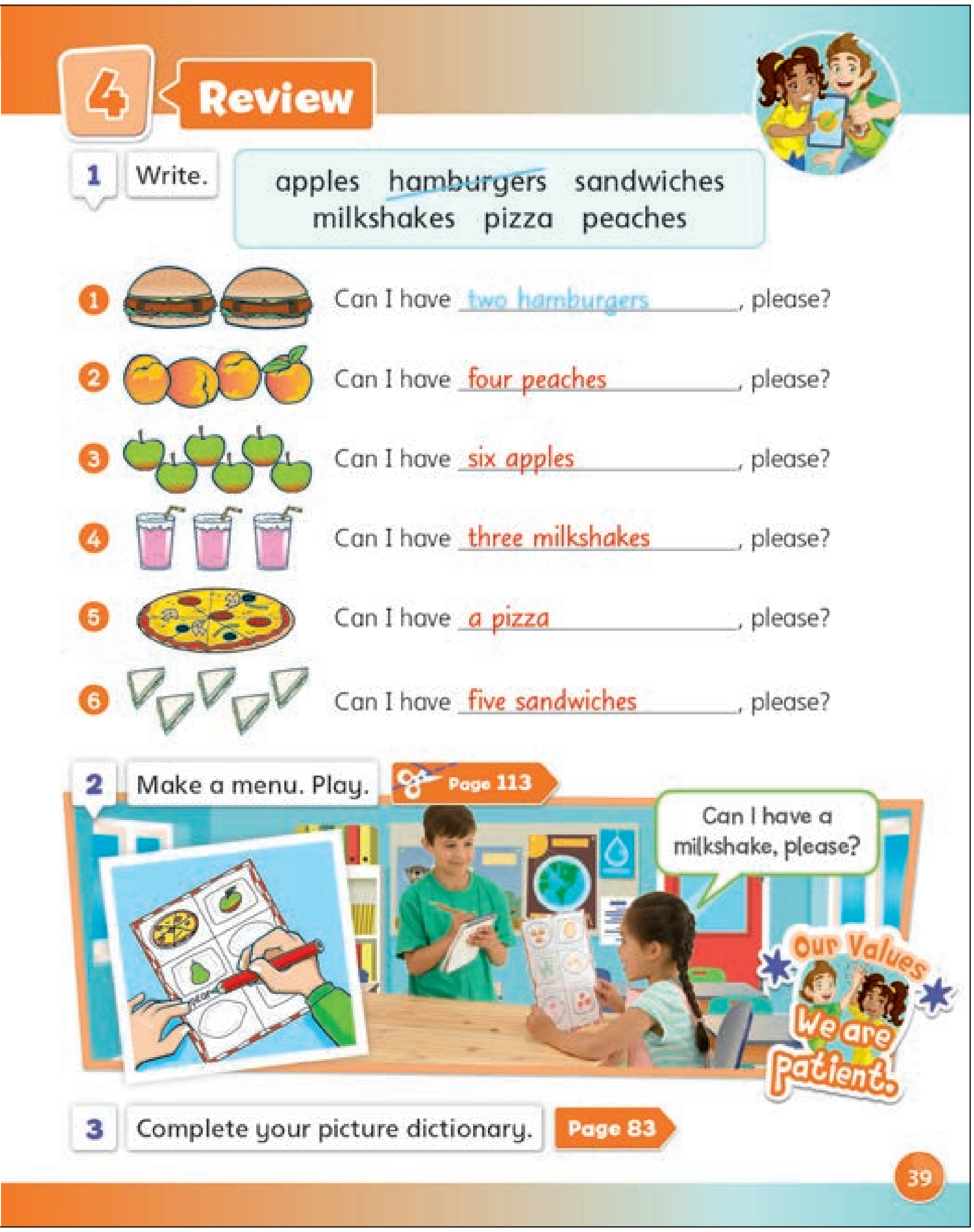
Students complete a bar graph based on information about quantity.

### Finisher

- Play *Bingo*! See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**

**Workbook page 28**



## 4 Review

**1** Write.

apples ~~hamburgers~~ sandwiches
milkshakes pizza peaches

1 Can I have two hamburgers, please?

2 Can I have four peaches, please?

3 Can I have six apples, please?

4 Can I have three milkshakes, please?

5 Can I have a pizza, please?

6 Can I have five sandwiches, please?

**2** Make a menu. Play. Page 113

**3** Complete your picture dictionary. Page 83

39

# Review page 39

**Classroom Presentation Tool**

## Objectives

To review the linguistic content of the unit.

To talk about a value.

## Language and structures

**Active:** *pear, apple, pineapple, banana, orange, peach, hamburger, sandwich, pizza, milkshake; Can I have two (apples), please? Yes, of course. Here you go. Thank you.*

**Passive:** *menu; We are patient. What can you see?*

## Materials

Unit 4 flashcards; Class Audio CD 1; Craft Worksheet Unit 4 Review, scissors, colored pens; *Our Values* sticker

## Warmer

- Play *What card is it?* See Ideas Bank (Teacher's Book page 140) for instructions.

## 1 Write.

- Point to the first picture and ask *What can you see?* Elicit *two hamburgers*. Read the example sentence.
- Tell students to complete the remaining items. Remind them to count each item and include this in their answer. Refer students to the words in the word box.

**Fast finishers**

Write three numbers on the board and ask fast finishers to write three more sentences about food items using the numbers.

## 2 Make a menu. Play.

- Point to the photo and ask what the child on the right has (*a menu*).
- Hand out Craft worksheets and tell the class they are going to make a menu.
- Students draw and color six food items in the spaces and write the words. Tell them to draw a specific number of each item. Ask students questions about their menus, e.g. *What is it? Do you like (milkshakes)? Is it sweet?* etc.
- When the class is ready, read the speech bubble in the Student Book or invite a confident student to read it. Model the activity with a confident student. Invite the student to order an item on the menu and pretend to be the waiter.
- Put students into pairs. They take turns asking for food from their partner's menu, e.g. *Can I have a (pizza), please? Yes, of course. Here you go. Thank you.*

**TEACHING TIP**

Encourage students to use the Everyday English from Unit 4, lesson 3 as they do their craft activity.

Place the materials students need at the front of the class. Ask students to come to the front to ask you for their materials.

## 3 Complete your Picture Dictionary.

- Tell students to turn to page 83 of their Student Books and look at the Picture Dictionary section for Unit 4.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class, asking questions, e.g. *What is it? Is it a (hamburger)?*
- Students can then color the items.

## Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We are patient*). Ask the class why it's important to be patient. Listen to students' ideas and praise them.
- Ask the class if they were patient today and remind them that they need to be patient with their friends and family. Also remind students that sometimes they will have to wait.
- Congratulate students and award them with the values sticker. They stick the sticker in the space on page 39.

**21ST CENTURY SKILLS**

**Acting independently and responsibly**

Students actively recognize and assert the importance of being patient.

## Finisher

- Play *Musical flashcards*. See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**

**Unit 4 Test**

**Workbook pages 29–31**

# Culture 2
# Camping pages 40–41

Classroom Presentation Tool

## Objectives

To learn about camping.

To present and practice four new items of vocabulary related to culture.

To review the linguistic content of Units 3 and 4.

## Language and structures

**Active:** *tent, fire, flashlight, stove; Is it a (caterpillar)? Yes, it is. / No, it isn't.*

**Passive:** *camping; I'm (Mike). This is my (tent). I can see (a leaf). Plan your camping trip. What can you see? Is it a (flashlight)? It's a (tent). I have (a flashlight). I like (camping).*

## Materials

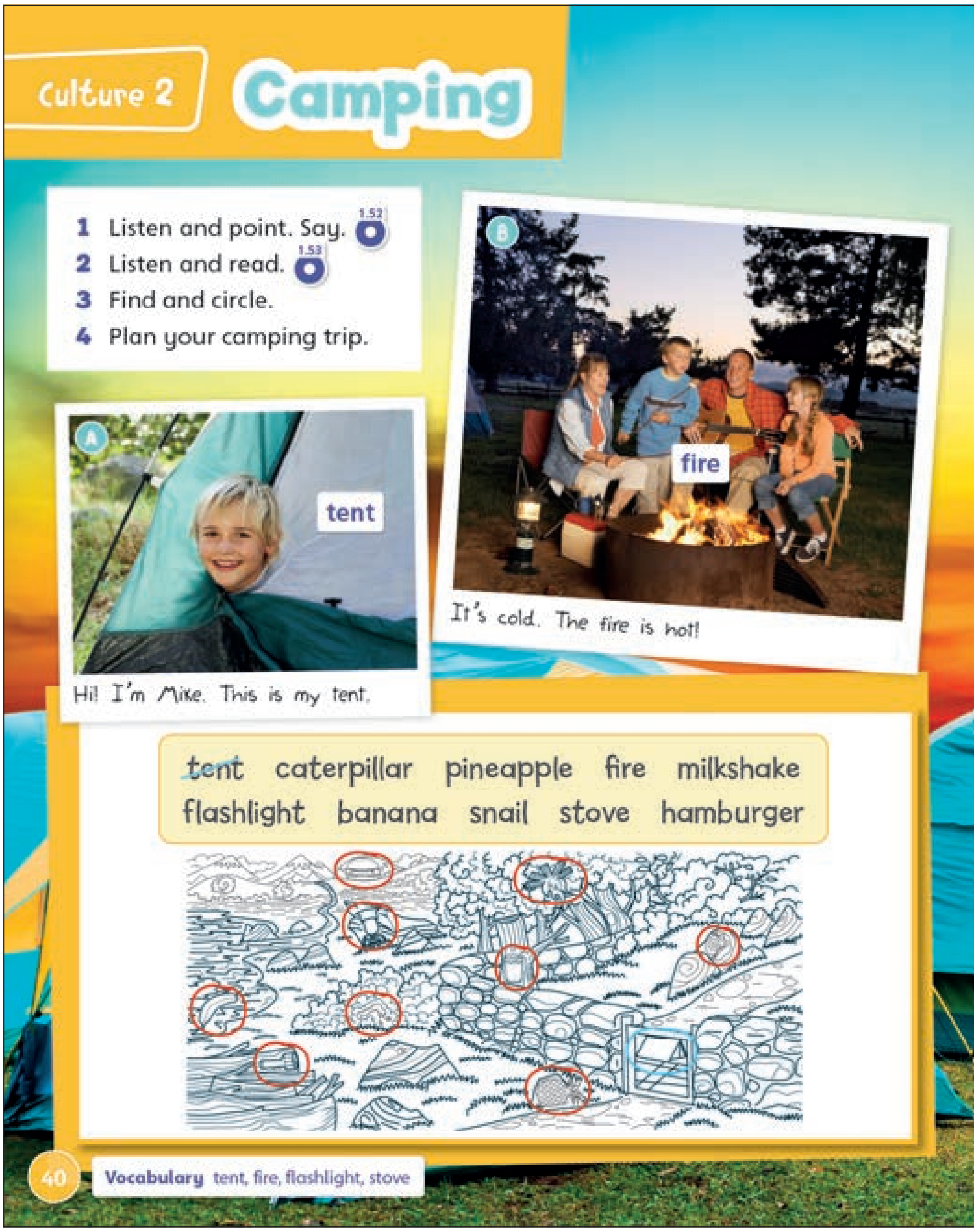
Class Audio CD 1; colored pens

### Warmer

- Play *Sharkman* to elicit the word *camping*. See Ideas Bank (Teacher's Book page 142) for instructions. Ask students what the word means. Draw a simple picture of a tent on the board to illustrate.
- Ask the class if they've ever been camping. Ask *Do you like it?* Elicit *Yes, I do. / No, I don't.*

### Culture note

In the USA, camping is very popular and in recent years it has continued to grow in popularity. Millions of Americans go camping every year. It's a great way to explore the country and enjoy beautiful scenery. People often spend their time doing lots of different outdoor activities such as bicycling, hiking, canoeing, and climbing. Mountain regions are especially popular for camping. However, if you prefer something a little more comfortable than a tent, there are more and more places that cater for *glamping* (a word formed from the words *glamorous* and *camping*). This is a more luxurious camping experience where, instead of staying in tents, people often stay in luxury cabins equipped with modern conveniences.



Culture 2 Camping

1 Listen and point. Say. 1.52
2 Listen and read. 1.53
3 Find and circle.
4 Plan your camping trip.

Hi! I'm Mike. This is my tent.

It's cold. The fire is hot!

~~tent~~ caterpillar pineapple fire milkshake
flashlight banana snail stove hamburger

40 **Vocabulary** tent, fire, flashlight, stove

### 1 Listen and point. Say. 1•52

- Hold up your book and point to each of the four photos and read the words. Ask the class to listen and say the words.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.
- Point to a photo and ask *Is it a (tent)?* and elicit *Yes, it is.* or *No, it isn't.* Repeat several times.

### Transcript

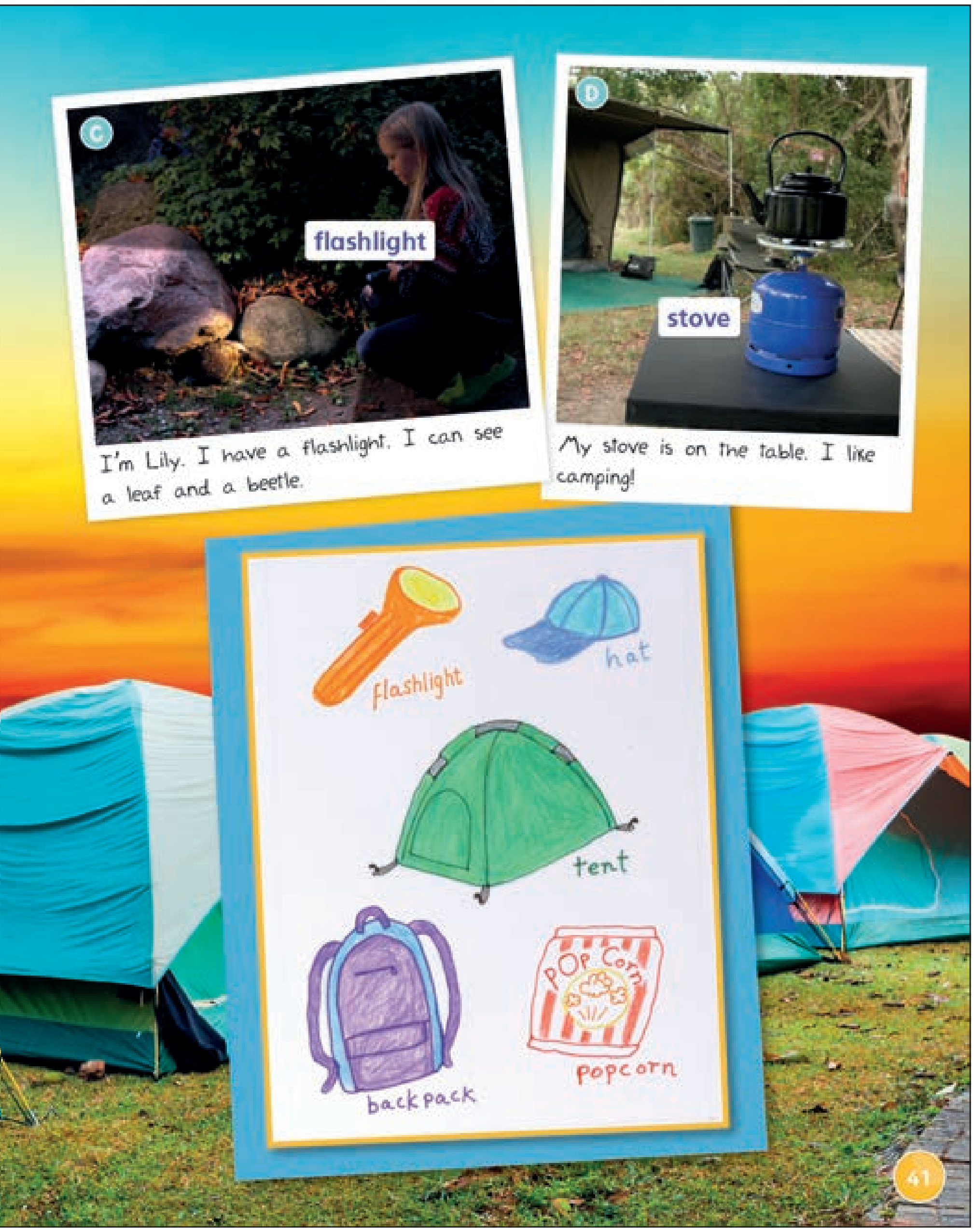
tent, fire, flashlight, stove
flashlight, fire, stove, tent

### 2 Listen and read. 1•53

- Ask students to look at the four photos again. Ask *What can you see?* Elicit the new vocabulary but encourage students to describe other things they can see as much as possible (*a boy, a family, a girl, trees, leaves, rocks*).
- Books closed. Tell students to listen to the recording and shout out, stand or put their hand up when they hear the Culture 2 vocabulary, e.g. *Hi! I'm Mike. This is my tent.* – Students shout out *tent*! Play the recording for students to listen and shout out/stand/put up their hand.
- Books open. Say *Now listen and read.* Ask students to circle the culture word in each frame as they listen and read.

### Transcript

1 Hi! I'm Mike. This is my tent.
2 It's cold. The fire is hot!
3 I'm Lily. I have a flashlight. I can see a leaf and a beetle.
4 My stove is on the table. I like camping!



I'm Lily. I have a flashlight. I can see a leaf and a beetle.

My stove is on the table. I like camping!

### 3 Find and circle.

- Point to the words in the word box and ask the class to read them aloud.
- Point to the picture and say *Find the tent.* Students look and find the circled example answer. Do another example together, if necessary.
- Say *Find and circle.* Allow students to work independently or in pairs. Move around the class offering help if necessary.
- Check answers by pointing to, e.g. the *snail* in the picture and asking *Is it a (caterpillar)?* Elicit *No, it isn't.* and the correct answer.

**Fast finishers**

Ask fast finishers to look at the picture again and circle any other nature items they know and write the words (*rock, tree, river, lake, mountain, valley, hill*).

### 4 Plan your camping trip.

- Ask the class *What do you need to go camping?* Elicit the Culture 2 words and food words students know.
- Point to the picture and ask the class what they can see (*flashlight, hat, tent, backpack, popcorn*). Ask them if they think you need these to go camping. Discuss their ideas.
- Tell students that they are going camping and need to draw the things they want to take with them. They can draw on a piece of paper to display in class.
- Move around the class asking questions as students draw their pictures, e.g. *What's this? Why do you need this?*
- Invite students to show their pictures to the class, pointing to and naming the items in their picture.

**Extension activity**

Students could extend their project by doing extra research about their camping vacation. They could search on the internet to find a place where they would like to go camping. To revise vocabulary students have studied, they could also think about the following, e.g. animals or natural features they might see when they are camping. You could do this as a class if you have access to the internet or set it as homework.

**Extension activity**

You could discuss safety issues when camping with the students. These could include tips about using fire when camping or safety tips when camping in bear territory.

**TEACHING TIP**

Have a show and tell session as a whole class to present what students have decided to take.

**21ST CENTURY SKILLS**

**Initiative and self-direction**

Students use their knowledge about camping to plan a trip.

### Finisher

- Play *Picture Bingo*! See the Ideas Bank (Teachers Book page 141) for instructions. Use this game to review any language from Units 3, 4, and Culture 2.

# Unit 5 Is He a Chef?

## Lesson 1 pages 42–43

**Classroom Presentation Tool**

### Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures

**Active:** *doctor, teacher, pilot, chef, bus driver, firefighter, apple*

**Passive:** *jobs; Where is your teacher? What's your teacher's name?*

### Materials

Unit 5 flashcards; Class Audio CD 1; Megabyte puppet; Unit 5 Lesson 1 stickers

### Warmer

- Play *Sharkman* to elicit the word *teacher*. See Ideas Bank (Teacher's Book page 142) for instructions. Ask *Where is your teacher?* The class points to you. Ask *What's your teacher's name?* The class says your name.

### 1 Listen and point. Say. 1•54

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the right of the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Tell the class these are *jobs*. Write *jobs* above the flashcards on the board. Point to the chef and ask *Is he a chef?* Elicit *Yes, he is*. Point to the firefighter and ask *Is she a teacher?* Elicit, *No, she isn't*. Repeat with the remaining flashcards.
- Books open. Ask students what Megabyte is showing them *(a street in a town)*. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

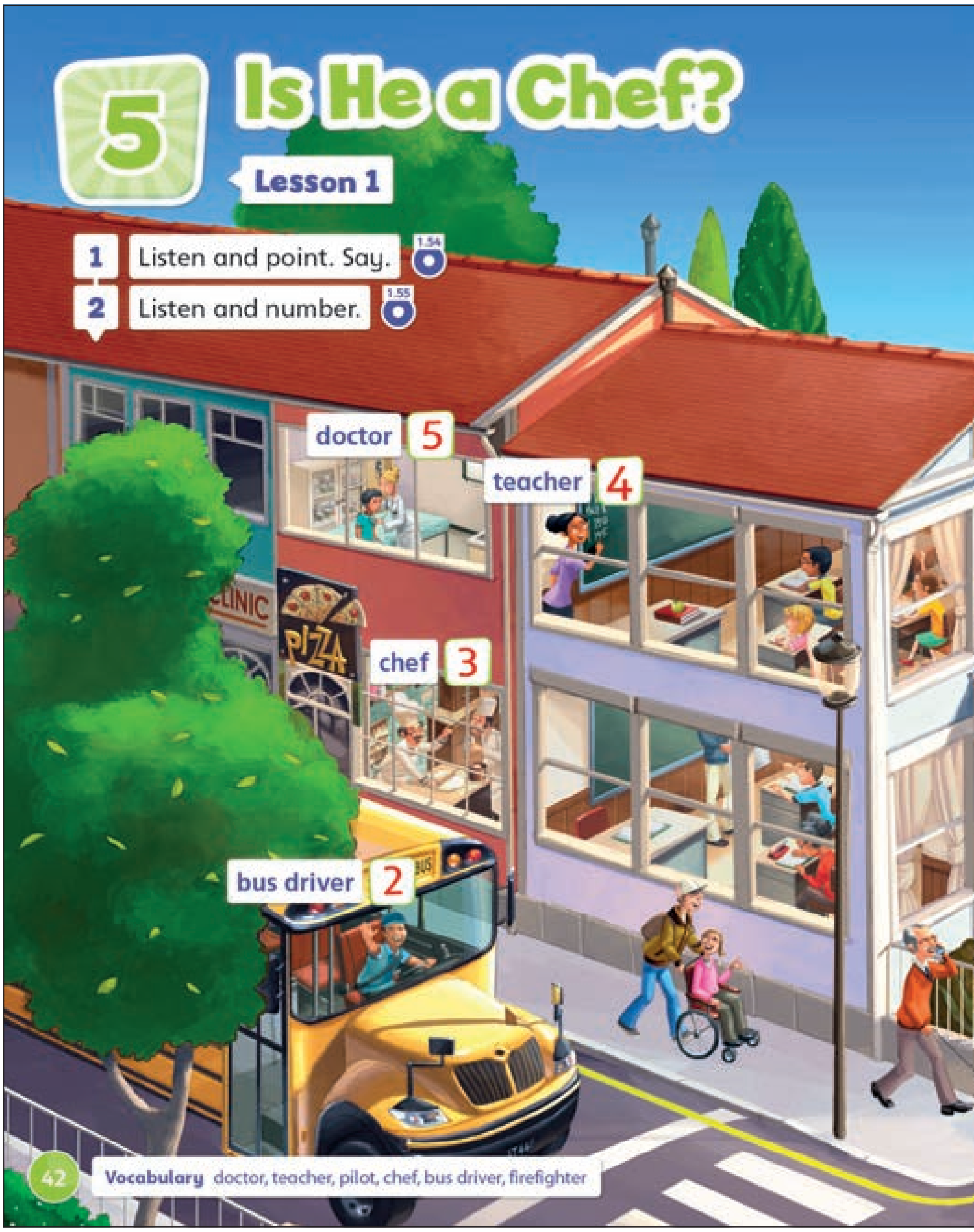
#### Transcript

doctor, teacher, pilot, chef, bus driver, firefighter

chef, pilot, firefighter, teacher, doctor, bus driver

### 2 Listen and number. 1•55

- Point to the six answer boxes next to each item on pages 42–43. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording, pausing after the first item to check the answer. (1 *firefighter*)



5 Is He a Chef?

Lesson 1

1 Listen and point. Say. 1.54

2 Listen and number. 1.55

42 **Vocabulary** doctor, teacher, pilot, chef, bus driver, firefighter

- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (2)?*

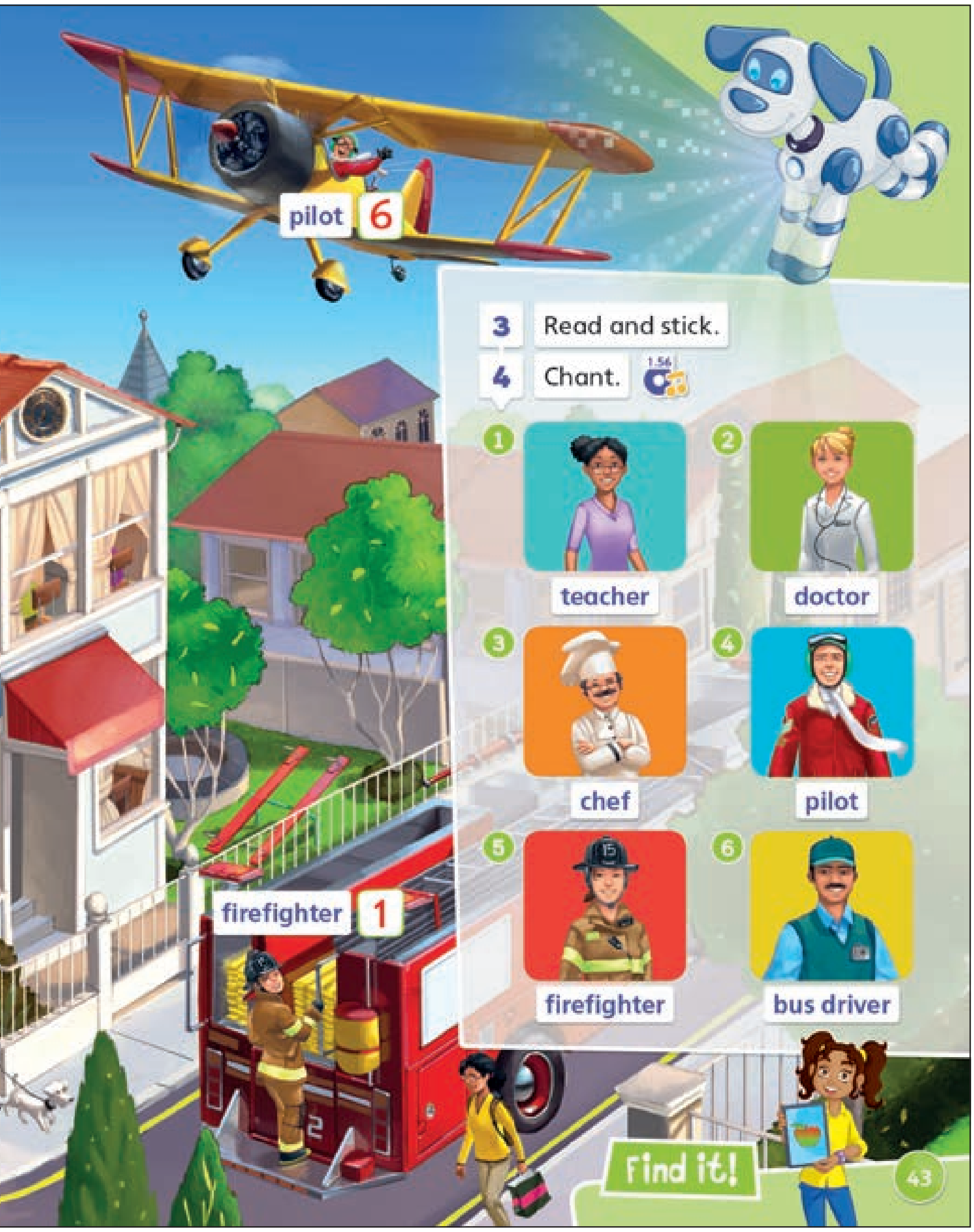
#### Transcript

1 firefighter
2 bus driver
3 chef
4 teacher
5 doctor
6 pilot

**TEACHING TIP**

With a more confident class, encourage students to use full sentences, e.g. *He's/She's a bus driver* and not *bus driver*.

### Notes



3 Read and stick.

4 Chant. 1.56

## 3 Read and stick.

- Point to the sticker spaces on page 43 and say *Read the words*. Point to each word and read it aloud as a class. With a more confident class ask individual students to read the words aloud. The class listens and repeats.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 43*. Students stick the stickers in the correct spaces.
- Check answers by asking students *What's number (1)?*

21ST CENTURY SKILLS

**Communication**

Students develop their capacity to listen and read in English.

### Fast finishers

Put students into pairs to take turns pointing to the main picture and asking, e.g. *What is it? It's a (tree). Is it a (car)? No, it isn't. It's a (bus).*

## 4 Chant. 1•56

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Place the flashcards on the walls around the room. Play the chant once more. Pause the recording after each item and invite a student to come and take the correct flashcard off the wall.

### Chant

teacher, teacher, teacher
doctor, doctor, doctor
chef, chef, chef
pilot, pilot, pilot
firefighter, firefighter, firefighter
bus driver, bus driver, bus driver

### Find it!

- Point to Lucy's tablet and ask students *What is it?* Elicit *It's an apple*. Say *Find the apple in the picture*. (It's on the teacher's desk on page 42).
- Tell students to turn to the Picture Dictionary for Unit 5 (Student Book page 84) and find the apple. Elicit what color the apple is in the main picture on page 42 (*green*). Ask students to color the apple in the Picture Dictionary the same color.

### Finisher

- Play *Four in a row*. See Ideas Bank (Teacher's Book page 141) for instructions.

EXTRA VOCABULARY

town
street
job
clinic
school
fire engine
restaurant
bus
wheelchair
crosswalk

### Further practice

**CD-ROM: Vocabulary Worksheet Unit 5 Lesson 1**
**Workbook page 32**

# Lesson 2 pages 44–45

Classroom Presentation Tool

## Objectives

To present a new grammar structure.

To practice the new grammar structure with the lesson 1 vocabulary.

To sing a song using the lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

## Language and structures

**Active:** *Is she/he a (pilot)? Yes, she/he is. / No, she/he isn't. She's/He's a (chef).; doctor, teacher, pilot, chef, bus driver, firefighter*

**Passive:** *girl, boy; What is he? Listen and check your answers.; jobs flip book*

## Materials

Unit 5 flashcards; Class Audio CD 1; Craft worksheets Unit 5 Lesson 2; scissors, glue, colored pens; balls (optional)

## Warmer

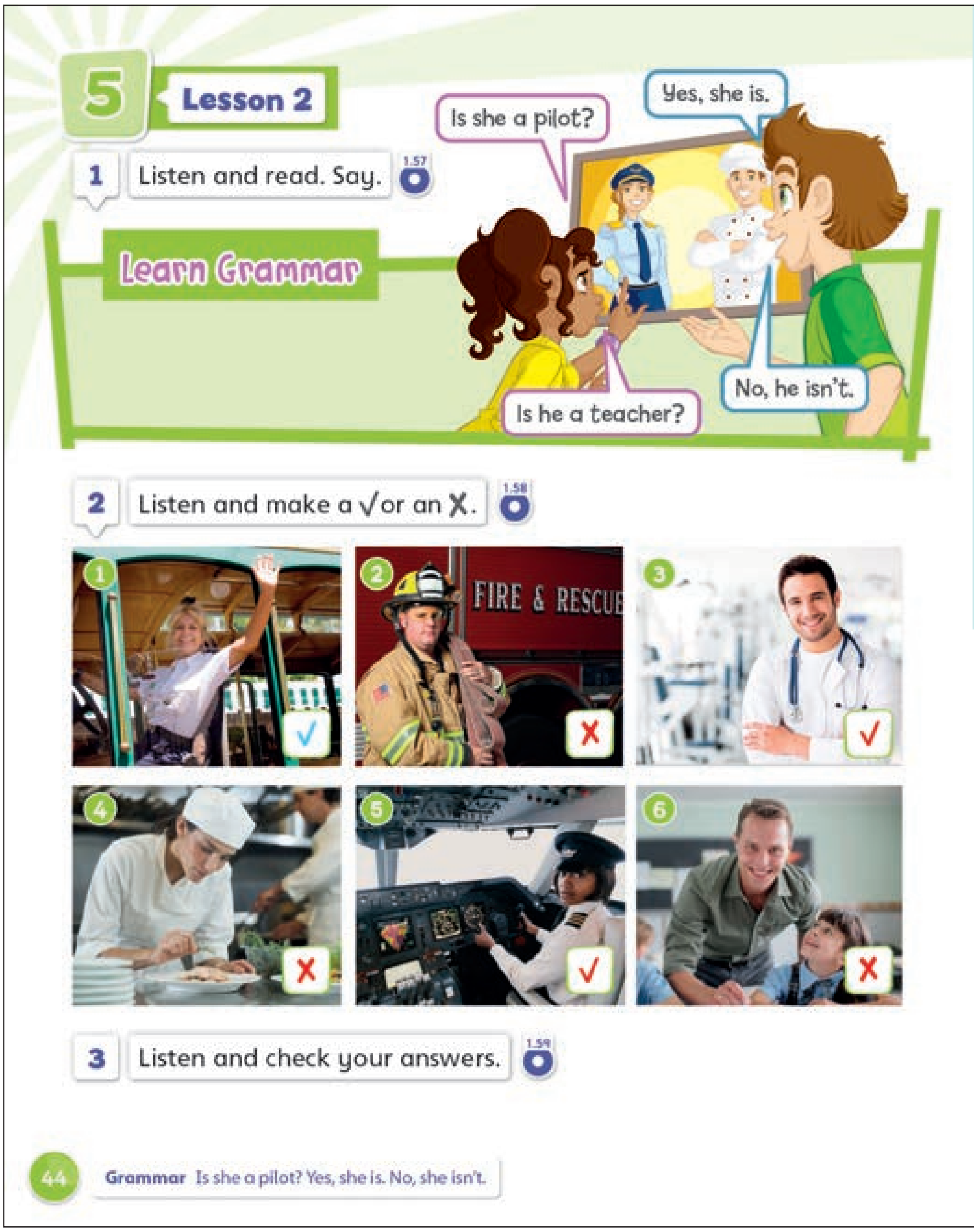
- Play the chant from Unit 5 Lesson 1 page 43 ◎ 1•56 for students to listen and join in.

### 1 Listen and read. Say. ◎ 1•57

- Point to the picture and ask students who they can see *(Lucy, Jack, pilot, chef)*.
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Ask *Is Lucy a girl or a boy?* Elicit *Girl*. Say *Yes, she's a girl*. Write *She's a girl.* on the board and draw a female stick figure. Repeat for Jack. Say *Yes! He's a boy*. Write *He's a boy.* on the board and draw a male stick figure.
- Point to the pilot and the chef and elicit their jobs again. Change the sentences on the board from *She's/He's a girl/boy* to read *She's/He's a pilot/chef*. Elicit a few more example statements using the flashcards. Remind students that we use *he* for a boy and *she* for a girl.
- Point to the pilot and ask *Is she a pilot?* Elicit *Yes, she is*. Point to the chef and ask *Is he a teacher?* Elicit *No, he isn't*. Ask *What is he?* Elicit *He's a chef*. Elicit a few more example questions using the flashcards. Explain that this is how we make a short question and answer in English.

### Transcript

**Lucy:** Is she a pilot?
**Jack:** Yes, she is.
**Lucy:** Is he a teacher?
**Jack:** No, he isn't.



5 Lesson 2

1 Listen and read. Say. 1.57

Learn Grammar

Is she a pilot?

Yes, she is.

Is he a teacher?

No, he isn't.

2 Listen and make a √ or an X. 1.58

1 √

2 X

3 √

4 X

5 √

6 X

3 Listen and check your answers. 1.59

44 Grammar Is she a pilot? Yes, she is. No, she isn't.

21ST CENTURY SKILLS

**Communication**

Students practice using questions and statements in English to exchange information.

### 2 Listen and make a ✓ or an ✗. ◎ 1•58

- Tell students to look at the photos. Ask *What's number (1)?* Elicit the jobs.
- Point to the first photo and ask *Is she a bus driver?* Elicit *Yes, she is*. Say *Make a check*. Draw a ✓ on the board and point to the example ✓.
- Point to the second photo and ask *Is he a chef?* Elicit *No, he isn't*. Say *Make an ✗*. Draw an ✗ on the board.
- Play the recording for students to make a ✓ or an ✗. Play the recording twice or pause after each item, if necessary. Move around the class monitoring the students.
- Allow students to compare their answers in pairs. Don't confirm any answers yet.

### Transcript

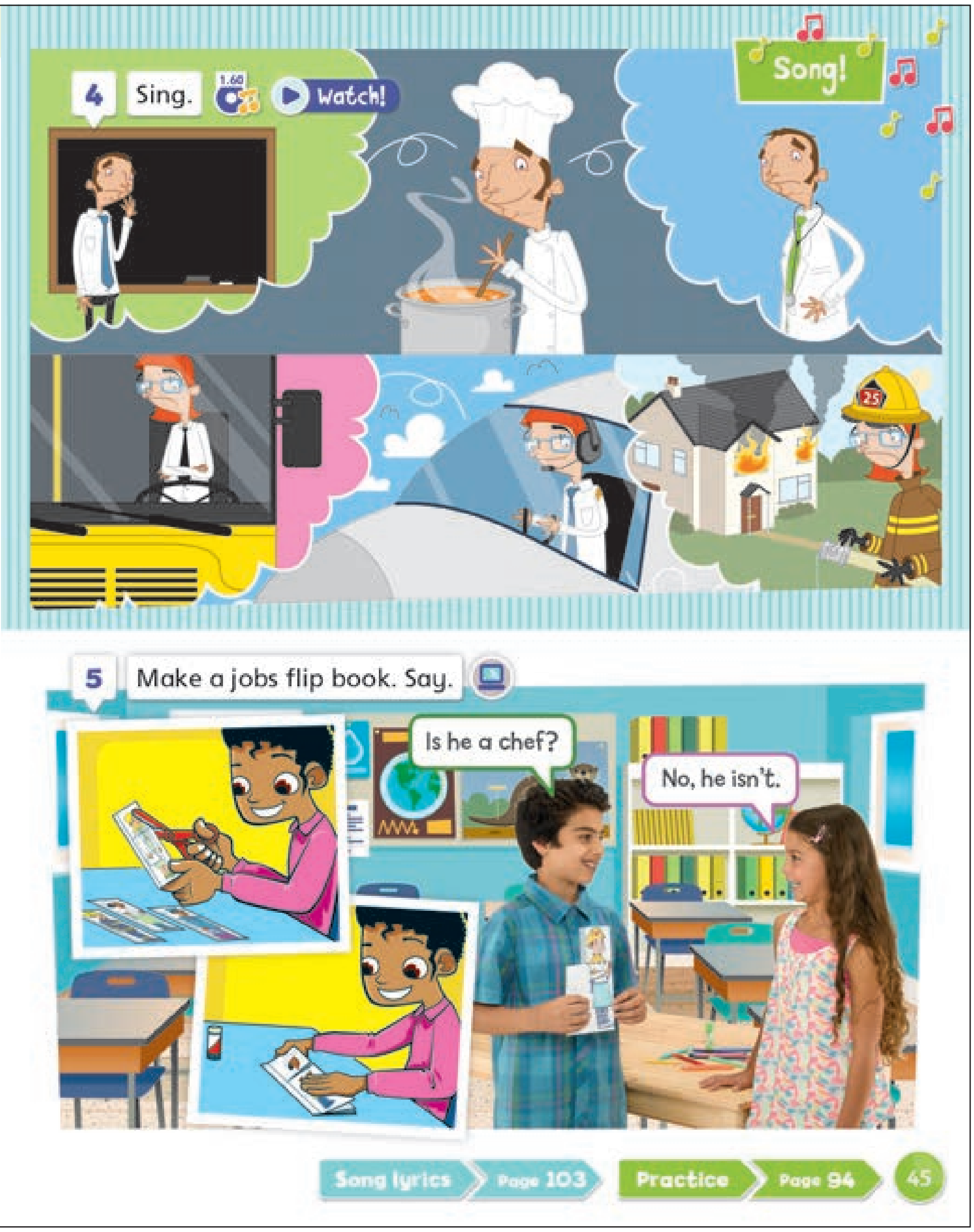
1 Is she a bus driver?
2 Is he a chef?
3 Is he a doctor?
4 Is she a teacher?
5 Is she a pilot?
6 Is he a firefighter?

### 3 Listen and check your answers. ◎ 1•59

- Say *Listen and check your answers*. Play the recording, pausing after each question to elicit an answer from the class. Elicit the correct answer when the answer is an ✗.

### Transcript

1 A: Is she a bus driver? B: Yes, she is.
2 A: Is he a chef? B: No, he isn't. He's a firefighter.
3 A: Is he a doctor? B: Yes, he is.
4 A: Is she a teacher? B: No, she isn't. She's a chef.
5 A: Is she a pilot? B: Yes, she is.
6 A: Is he a firefighter? B: No, he isn't. He's a teacher.



**4** Sing. 1.60 Watch!

Song!

**5** Make a jobs flip book. Say.

Is he a chef?

No, he isn't.

Song lyrics Page 103 Practice Page 94 45

### 4 Sing. 1•60

- Play *The Jobs Song* once for students to listen. Encourage students to point to the jobs in the picture.
- Play the song again. Model actions or create them with the class, e.g. mime an action for each job; shake your head and wag a finger for *No, he isn't.*; nod your head and clap for *Yes, he is.*

### The Jobs Song

Is he a teacher? No, he isn't.
Is he a doctor? No, he isn't.
Is he a chef? Yes, he is.
He can cook, cook, cook in a pan.
Is he a teacher? Is he a doctor?
No, no, no. He's a chef. Oh yes!

Is she a bus driver? No, she isn't.
Is she a firefighter? No, she isn't.
Is she a pilot? Yes, she is.
She can fly, fly, fly in a plane.
Is she a bus driver? Is she a firefighter?
No, no, no. She's a pilot. Oh yes!

### 5 Make a jobs flip book. Say.

- Hand out Craft worksheets. Tell the class they are going to make a jobs flip book. Ask students what materials they think they will need (scissors, glue, and colored pens).
- Students color the pictures. Model how to cut out, fold, and stick the book together.
- Invite a confident student to demonstrate the activity. Flip the pages of the book and select a head and a body. Ask, e.g. *Is (he) a (chef)?* Elicit *Yes, (he) is.* if the head and body match or *No, (he) isn't.* if they don't.
- Put students into pairs or small groups. They take turns to flip the pages of their books and ask and answer questions. Move around the class, offering help if necessary and giving praise.

### Finisher

- Play *Hit the card*. See Ideas Bank (Teacher's Book page 140) for instructions.

**Further practice**

**Extra Practice Student Book page 94**
**Workbook page 33**

### Notes

# Lesson 3 pages 46–47

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

To talk about a value.

## Language and structures

**Active:** *soccer player, singer, astronaut, vet; I want to be (a doctor); doctor, teacher, pilot, chef, bus driver, firefighter; Is she/he a (singer)? Yes, she/he is. / No, she/he isn't. She's/He's a (vet).*

**Passive:** *What about you? Great idea! Watch out! What do you want to be? We pay attention.*

## Materials

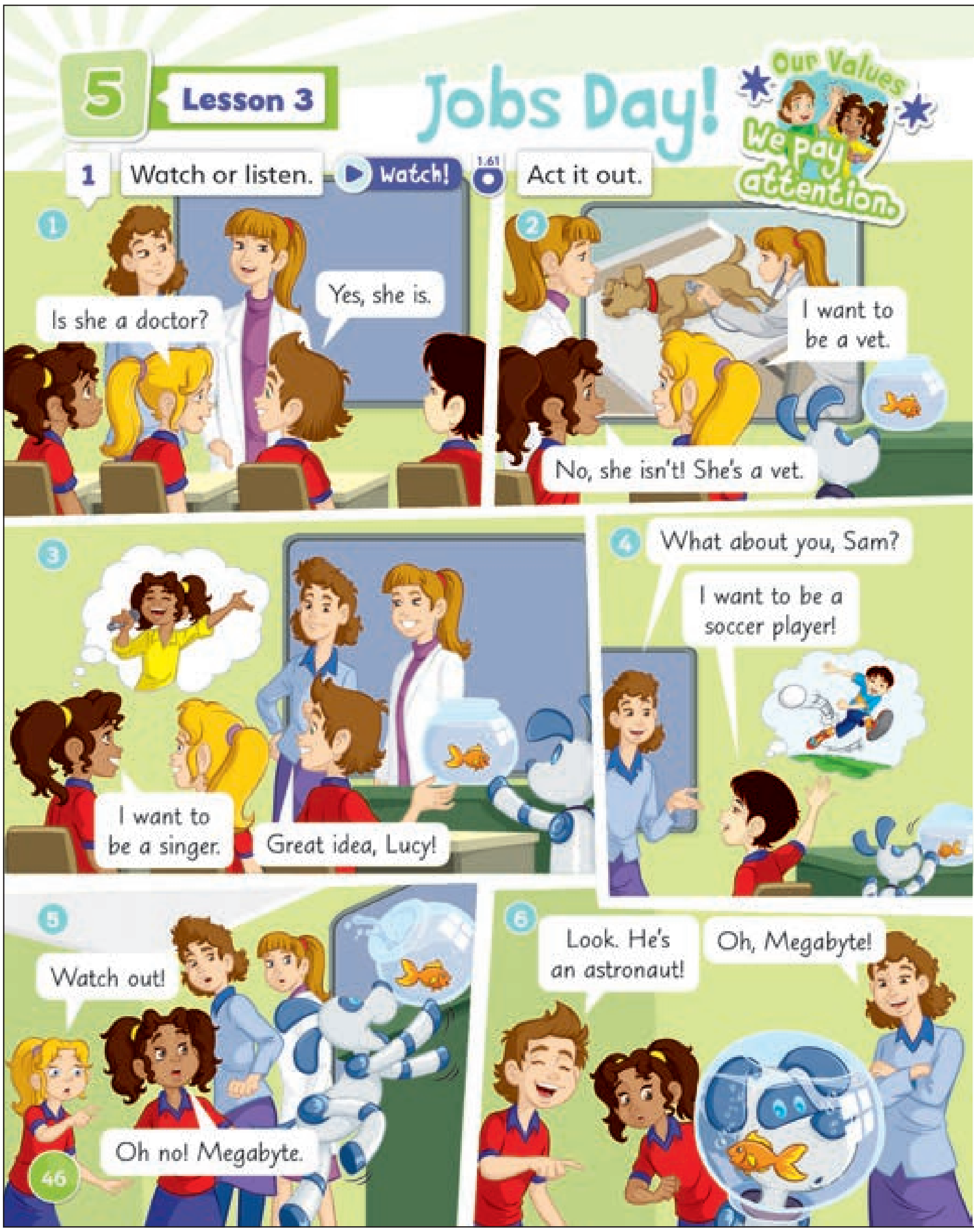
Unit 5 flashcards; Class Audio CD 1; Megabyte puppet; *Our Values* sticker

### Warmer

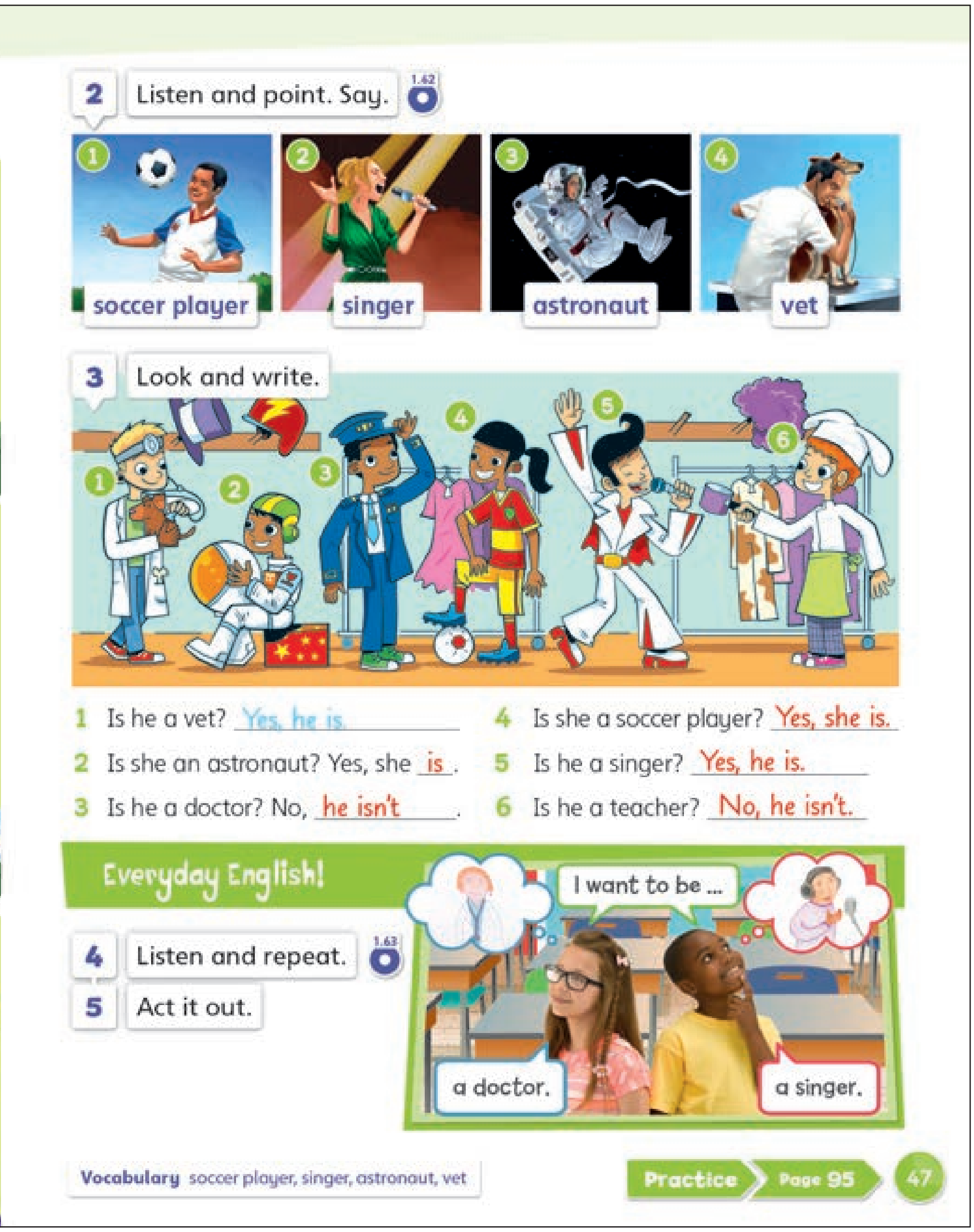
- Play *The Jobs Song* from Unit 5 Lesson 2 page 45 ◎ 1•60 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. ◎ 1•61 Act it out.

- Point to the first frame of the story and ask *Where are the children? (At school).* Ask the class who they think the two women are. Don't confirm any answers yet.
- Play the recording. Encourage students to point to the correct pictures as they listen. Ask again *Who are the two women? (A teacher and a vet).*
- Play the recording again, pausing to ask students questions about each frame: 1 *Who can you see? (Lucy, Ellie, Jack and Sam.) Who do Ellie and Jack think the woman in the white jacket is? (A doctor.)* 2 *Is she a doctor? (No, she isn't. She's a vet.) What can Megabyte see? (A fish.)* 3 *Does Lucy want to be a doctor? (No. A singer.) What can Megabyte see? (A fish.)* 4 *What is Megabyte doing? (Playing with the fish.)* 5 *What does Lucy say? (Oh no!) Why? (The fish bowl is falling.)* 6 *Where is the fish bowl? (On Megabyte's head!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.


5
Lesson 3
Jobs Day!
Our Values
We pay attention.
1 Watch or listen. Watch! 1.61 Act it out.
1
Is she a doctor?
Yes, she is.
2
I want to be a vet.
No, she isn't! She's a vet.
3
I want to be a singer.
Great idea, Lucy!
4
What about you, Sam?
I want to be a soccer player!
5
Watch out!
Oh no! Megabyte.
6
Look. He's an astronaut!
Oh, Megabyte!
46

## Notes



**2** Listen and point. Say. 1.62

① soccer player
② singer
③ astronaut
④ vet

**3** Look and write.

1 Is he a vet? Yes, he is.
2 Is she an astronaut? Yes, she is .
3 Is he a doctor? No, he isn't .
4 Is she a soccer player? Yes, she is.
5 Is he a singer? Yes, he is.
6 Is he a teacher? No, he isn't.

Everyday English!

I want to be ...
a doctor.
a singer.

**4** Listen and repeat. 1.63

**5** Act it out.

**Vocabulary** soccer player, singer, astronaut, vet

Practice Page 95 47

## 2 Listen and point. Say. 1•62

- Introduce the new words with the Megabyte puppet and the flashcards.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and say the words.
- Hand out the flashcards to four students. Use Megabyte to ask *Is she/he a (vet)?* Elicit *Yes, she/he is.* or *No, she/he isn't.* answers from the class.
- Look at the story again. Ask students *What does Lucy want to be? (A singer.) What does Sam want to be? (A soccer player.) What does Megabyte look like? (An astronaut!)*

### Transcript

soccer player, singer, astronaut, vet
astronaut, soccer player, vet, singer

**TEACHING TIP**

Write the new jobs words on the board. Ask the class to tell you the correct article (*a* or *an*) for each job.

**Further practice**
**Workbook page 34**

## 3 Look and write.

- Ask students *What can you see?* Elicit the jobs vocabulary along with the correct article, e.g. *a vet, an astronaut.*
- Point to number 1 in the picture and ask *Is he a vet?* Elicit *Yes, he is.* Point to the first sentence below. Invite a confident student to read it aloud along with the example answer.
- Say *Look and write.* With a less confident class, work through another example together or write *Yes, she/he is.* and *No, she/he isn't.* options on the board to help students.
- Check answers by asking, e.g. *Is he (a vet)?* and eliciting the answer from the class. With a more confident class, invite pairs of students to read the question and answer. Elicit the correct job when the answer is *No, she/he isn't.*

### Our Values

- Show the class the space for the *Our Values* sticker on page 46. Read out the value (*We pay attention*). Ask the class why it's important to pay attention (We can learn better; we make fewer mistakes, etc). Listen to students' ideas and praise them.
- Ask the class if they paid attention today when they were listening to the story. Remind them to try and pay attention when they are being given instructions, or when listening to stories and doing activities.
  Congratulate students and award them with the values sticker. They stick the sticker in the space on page 46.

## 4 Listen and repeat. 1•63

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Girl 4:** I want to be a doctor.
**Boy 4:** I want to be a singer.

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Place the jobs flashcards on the walls around the room. Ask the class to stand. Ask students to choose a job they want to do and walk to the flashcard. Demonstrate by walking to the astronaut flashcard and say *I want to be (an astronaut)!*
- Ask *What do you want to be?* Students walk to the flashcard of their choice. Elicit sentences from students around the room, e.g. *I want to be (a singer).* You could also ask students to choose another job and repeat.
- Tell students they can use this sentence to tell people what job they want to do when they grow up.

**21ST CENTURY SKILLS**

**Acting independently and responsibly**
Students assert themselves and respect the opinions of others.

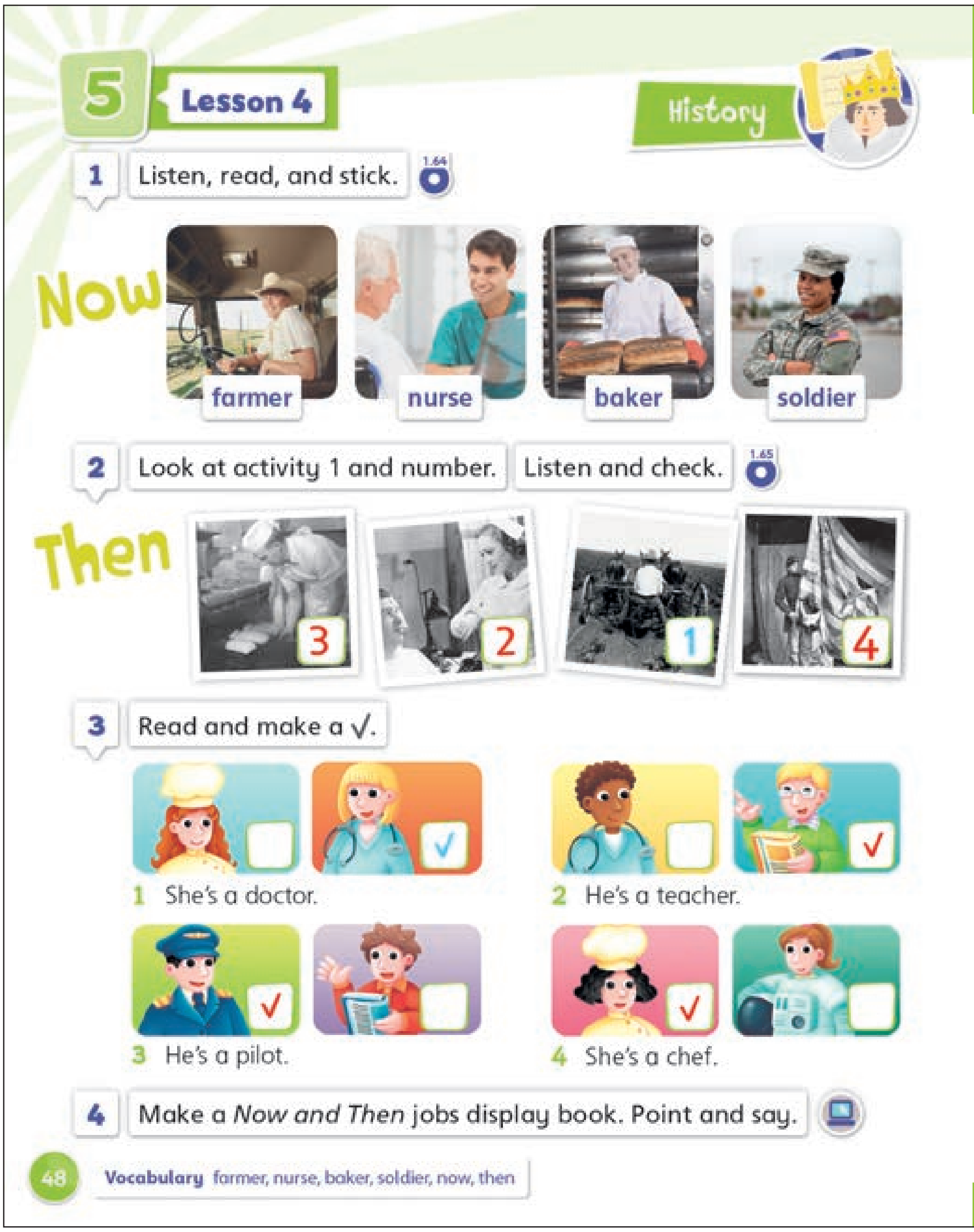
### Finisher

- Play *Tic-Tac-Toe*. See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**
**Extra Practice Student Book page 95**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 5 Lesson 3**
**Workbook page 35**

## Lesson 4

Classroom Presentation Tool



5 Lesson 4

History

1 Listen, read, and stick. 1.64

Now

farmer
nurse
baker
soldier

2 Look at activity 1 and number. Listen and check. 1.65

Then

3
2
1
4

3 Read and make a √.

1 She's a doctor. ☐ ☑

2 He's a teacher. ☐ ☑

3 He's a pilot. ☑ ☐

4 She's a chef. ☑ ☐

4 Make a *Now and Then* jobs display book. Point and say.

48 **Vocabulary** farmer, nurse, baker, soldier, now, then

### Objectives

To present a CLIL concept (History).

To practice the unit vocabulary and grammar through a CLIL concept.

### Language and structures

**Active:** *farmer, nurse, baker, soldier, now, then*

**Passive:** *Now and Then chart; Where's the (farmer)? Point to the (doctor).*

### Materials

Unit 5 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 5 Lesson 4; colored pens, scissors, glue

### Warmer

- Play *Yes or No.* See Ideas Bank (Teacher's Book page 141) for instructions.

### 1 Listen, read, and stick. 1•64

- Play the recording, pausing after the first section. Encourage students to point to each word as they listen and read. Write the four jobs words on the board.
- Ask students to turn to the CLIL stickers. Point to each sticker and elicit the jobs. Refer students to the words on the board. Elicit the correct article for each job.
- Point to page 48. Say *Listen and stick your stickers*. Play the remainder of the recording, pausing after each item to allow students to find the sticker and place it.
- Ask students to tell their partner which of these jobs they want to do, e.g. *I want to be (a baker).*

### Transcript

1 She's a farmer.
2 He's a nurse.
3 He's a baker.
4 She's a soldier.

### 2 Look at activity 1 and number. Listen and check. 1•65

- Point to the first picture and ask the class *Is he a soldier?* Elicit *No, he isn't. He's a baker*. Repeat with each picture. Write *Now* on the board and *Then* to the left of it. Explain to the class that *Then* means in the past. Tell students to this is what these four jobs looked like in the past.
- Point to the farmer in activity 1 and say *Where's the farmer in activity 2?* Students look at activity 2 and point to the farmer. Point to the example number 1 in the answer box.
- Ask students to check their answers in pairs before checking together as a class. Then say *Listen and check*. Play the recording, pausing after each item to elicit the job and the number of the picture it matches in activity 1.

### Transcript

1 Is he a farmer? Yes, he is.
2 Is she a nurse? Yes, she is.
3 Is he a soldier? No, he isn't. He's a baker.
4 Is he a nurse? No, he isn't. He's a soldier.

### 3 Read and make a ✓.

- Ask students to look at the pictures and name the jobs.
- Read the first sentence *She's a doctor.* Say *Point to the doctor.* Point to the picture and the example ✓ in the answer box.
- Say *Read and make a ✓*. Students complete the remaining items.

### 4 Make a *Now* and *Then* jobs display book. Point and say.

- Hand out CLIL worksheets. Look at the pictures together and identify the three jobs.
- Focus on the *Then* and *Now* titles. Elicit what goes in the *Then* frames (*old pictures*). Elicit what goes in the *Now* frames (*new pictures*).
- Model how to fold the booklet in alternate directions to make a display book. From one side, students can view the *Then* images, from the other they can see the *Now* images.
- Students cut out and stick the pictures of the jobs into their booklet and label each picture.

21ST CENTURY SKILLS

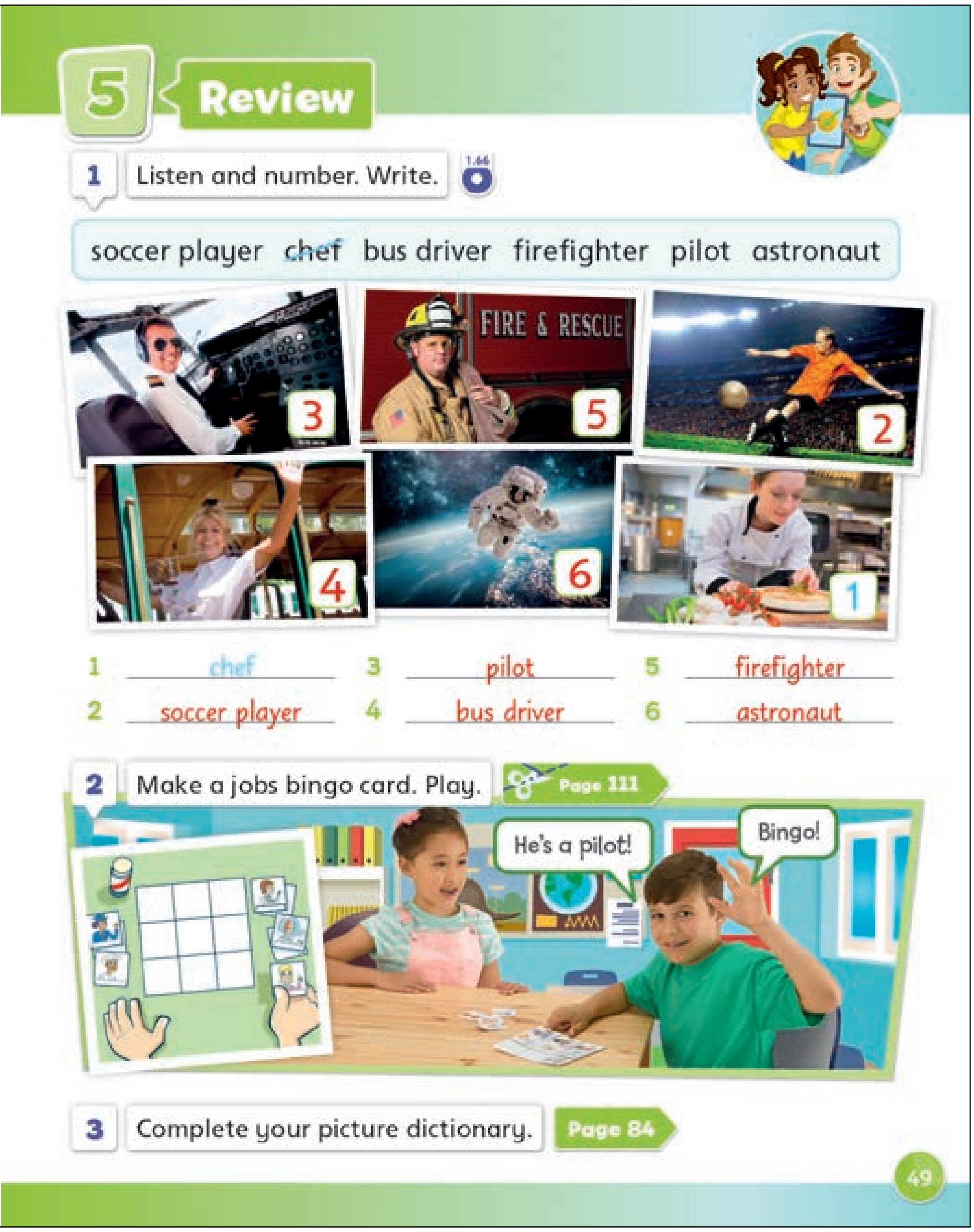
**Identifying connections and relations**

Students identify similarities and differences between the past and now.

### Finisher

- Play *Kim's game*. See Ideas Bank (Teacher's Book page 140) for instructions.

**Further practice**
**Workbook page 36**



5 Review

1 Listen and number. Write. 1•66

soccer player chef bus driver firefighter pilot astronaut

1 chef
2 soccer player
3 pilot
4 bus driver
5 firefighter
6 astronaut

2 Make a jobs bingo card. Play. Page 111

3 Complete your picture dictionary. Page 84

49

## Review page 49

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

### Language and structures

**Active:** *jobs, now, then; Is she/he (a baker)? Yes, she/he is. No, she/he isn't.*

**Passive:** *bingo card*

### Materials

Unit 5 flashcards; Class Audio CD 1; Craft worksheet Unit 5 Review; scissors, colored pens

### Warmer

- Play *Fast flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen and number. Write. 1•66

- Point to the photos and ask *What can you see?* Elicit the jobs vocabulary.
- Play the recording, pausing after the first item. Ask *What's number 1?* Elicit *chef* and ask students to point to the photo of the chef. Point to the example number 1 in the answer box.
- Play the remainder of the recording, pausing for students to write the numbers. Play the recording twice or pause after each item, if necessary. Check students are numbering the pictures only.
- Ask students to check their answers in pairs before checking as a class.
- Point to the writing lines below the photos. Say *Now write the jobs.* Point to the photo of the chef and say *Number 1 chef.* Point to the written example. Refer students to the words in the word box.

### Transcript

1 Is she a chef? Yes, she is.
2 Is he a singer? No, he isn't. He's a soccer player.
3 Is he a pilot? Yes, he is.
4 Is she a pilot? No, she isn't. She's a bus driver?
5 Is he a doctor? No, he isn't. He's a firefighter.
6 Is she an astronaut? Yes, she is.

### 2 Make a jobs bingo card. Play.

- Hand out Craft worksheets and tell students they are going to make a bingo card and play *Bingo*.
- Students color and cut out the bingo card and the pictures of the jobs. Move around the class monitoring and giving praise. Ask students questions about the jobs, e.g. *What job is it? Is she/he a (doctor)?*
- Read the dialogue in the Student Book.
- Tell students to place nine jobs pictures face-up on their bingo cards. Tell them to turn the cards face-down when you say them. When they have turned over all the cards they shout *Bingo!*
- Start naming jobs, e.g. *He's (a pilot)* and check that students are turning over their cards appropriately.
- Repeat the game asking students to place different jobs on their bingo cards.

**TEACHING TIP**

With a more confident class, put students into small groups and ask one student to name the jobs while the other students turn over their cards. Each person in the group takes a turn to call out the jobs.

**21ST CENTURY SKILLS**

**Gathering and interpreting information**

Students listen to and interpret information through a game.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 84 of their Student Books and look at the Picture Dictionary section for Unit 5.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class asking questions, e.g. *Is (she) (a pilot)?*
- Students can then color the items in the Picture Dictionary.

### Finisher

- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

**Further practice**

**Unit 5 Test**

**Workbook page 37**

# Unit 6 My Town
# Lesson 1 pages 50–51

**Classroom Presentation Tool**

## Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

## Language and structures

**Active:** *library, supermarket, school, swimming pool, cafe, toy store, chef*

**Passive:** *places in town; Where do you live? I live in . . .; Is it a (library)? It's a (cafe).*

## Materials

Unit 6 flashcards; Class Audio CD 2; Megabyte puppet; Unit 6 Lesson 1 stickers; pictures/photos of your town

### Warmer

- Show the class pictures or photos of your town. Say *I live in* (name of town). Ask the class *Where do you live?* Encourage students to say *I live in* (name of town). Ask the question again to individual students.
- Ask the class what sort of places they go to in their town and why.

### 1 Listen and point. Say. 2•01

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Tell the class these are *places in town*. Point to the places in turn and ask *Is it a (cafe)?* Elicit *Yes, it is.* or *No, it isn't. It's a (toy store).*
- Books open. Ask students what they can see *(places in a town)*. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point and repeat the words.

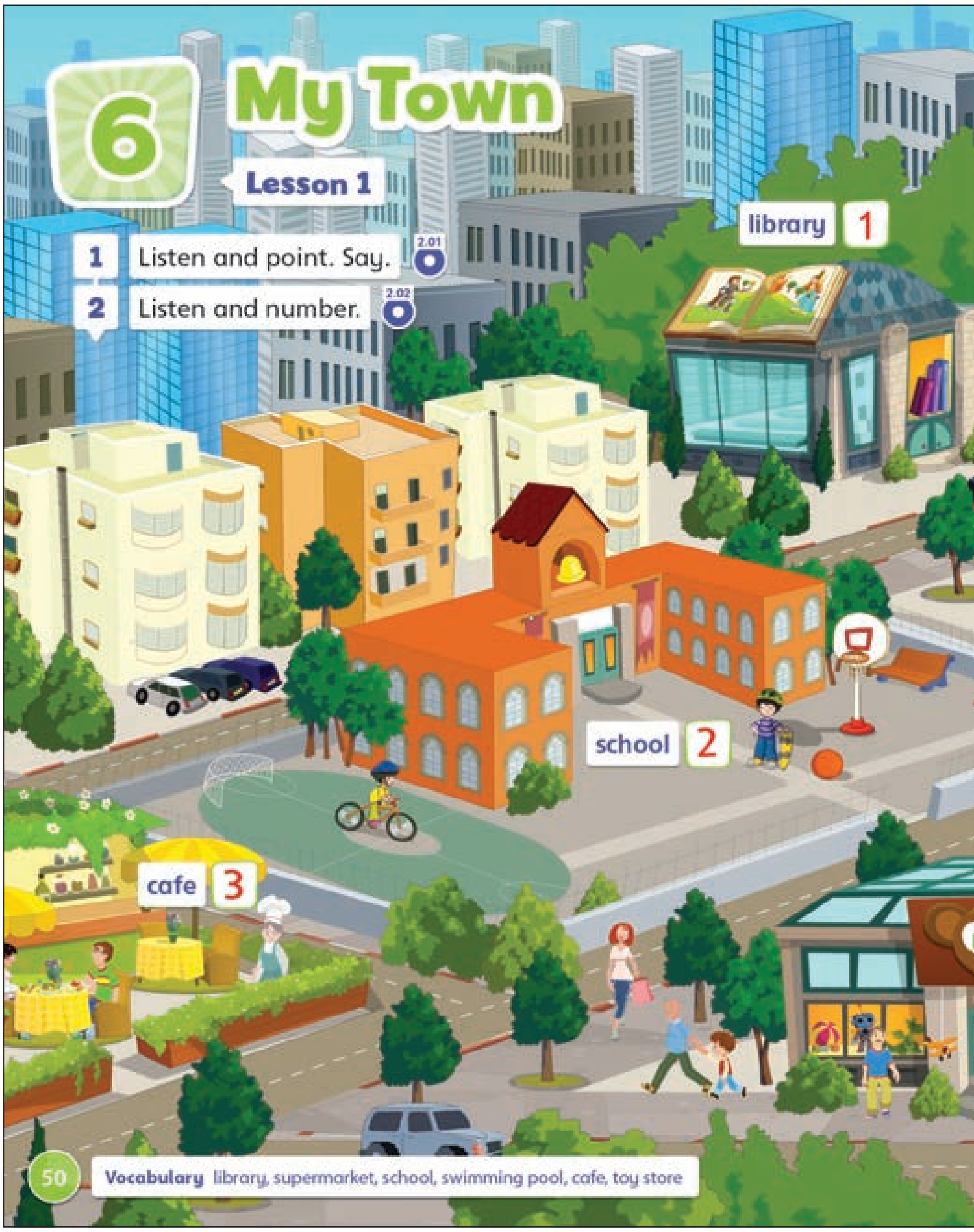
### Transcript

library, supermarket, school, swimming pool, cafe, toy store,
cafe, library, school, toy store, supermarket, swimming pool

### Extension activity

Put students into pairs. Ask them to look at the main picture and write down the words in English for as many things as possible that they can see in the picture. Give students two minutes to do this. With a less confident class, allow students to circle the items in their books and tell you the words in English.

With a more confident class, write *There's a . . .* and *There are . . .* on the board. Invite pairs to tell you what they can see using the structure. Write all the words on the board. Praise students on how much vocabulary they know in English.



6 My Town

Lesson 1

1 Listen and point. Say. 2.01

2 Listen and number. 2.02

50 **Vocabulary** library, supermarket, school, swimming pool, cafe, toy store

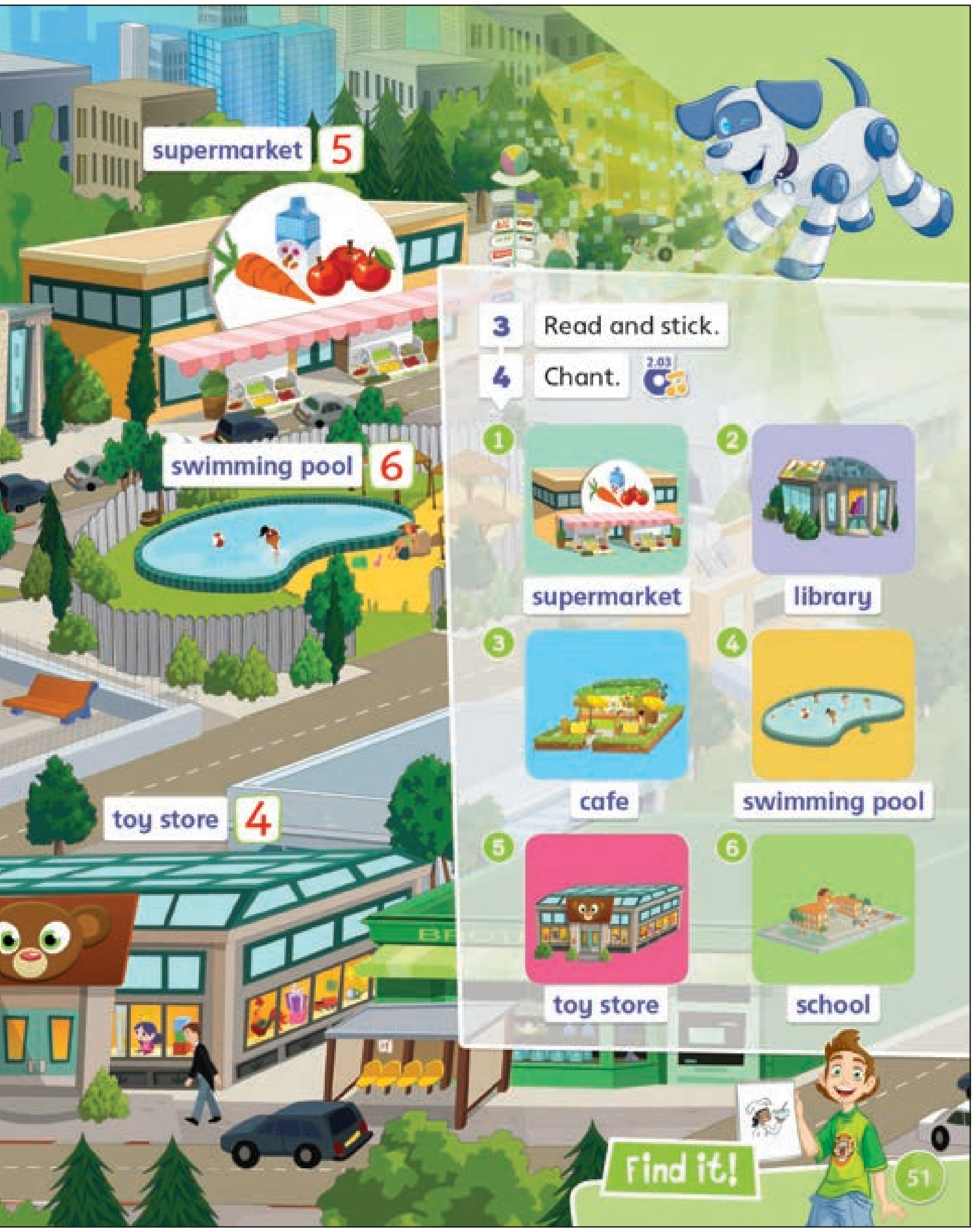
### 2 Listen and number. 2•02

- Point to the six answer boxes next to each item on pages 50–51. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording for students to listen and write the numbers. Play the recording twice or pause after each item if necessary.
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (1)? It's a library.*

### Transcript

1 library
2 school
3 cafe
4 toy store
5 supermarket
6 swimming pool

### Notes



### 3 Read and stick.

- Point to the sticker spaces on page 51 and say *Read the words*. Point to each word and read it aloud as a class. With a more confident class ask individual students to read the words aloud. The class listens and repeats.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 51*. Students stick the stickers in the correct spaces.
- Check answers by asking *Number 1 Is it a (library)?* and eliciting *No, it isn't. It's a (supermarket)*.

**21ST CENTURY SKILLS**

**Initiative and self-direction**
Students organize their learning using different strategies.

### 4 Chant. 2•03

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Hand out the flashcards to students around the room. Play the chant once more. When students hear their word, they hold up the flashcard. The rest of the class point to it. Repeat, giving the flashcards to different students.

### Chant

supermarket, supermarket, supermarket
library, library, library
cafe, cafe, cafe
swimming pool, swimming pool,
swimming pool
toy store, toy store, toy store
school, school, school

### Find it!

- Point to Jack's drawing pad and ask students *Is she a firefighter?* Elicit *No, she isn't. She's a chef.* Say *Find the chef.* (He's in the cafe on page 50).
- Tell students to turn to the Picture Dictionary for Unit 6 (Student Book page 84) and find the chef. Elicit what color the chef is in the main picture on page 50 (white and blue). Ask students to color the chef in the Picture Dictionary the same colors.

### Finisher

- Play *Mime the word.* See Ideas Bank (Teacher's Book page 140) for instructions.

**EXTRA VOCABULARY**

buildings
soccer field
basketball hoop
umbrella
sign
people

### Further practice

**CD-ROM: Vocabulary Worksheet Unit 6 Lesson 1**
**Workbook page 38**

### Notes

# Lesson 2 pages 52–53

Classroom Presentation Tool

## Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the lesson 1 vocabulary.
- To sing a song using the lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.

## Language and structures

**Active:** *What can you see? I can see a (school); library, supermarket, school, swimming pool, cafe, toy store*

**Passive:** *model town; Look around! Turn around! All the places in my town.*

## Materials

Unit 6 flashcards; Class Audio CD 2; Craft worksheets Unit 6 Lesson 2; scissors, glue, colored pens

## Warmer

- Play the chant from Unit 6 Lesson 1 page 51 ◎ 2.03 for students to listen and join in. Mime the actions.

## 1 Listen and read. Say. ◎ 2•04

- Point to the picture and ask students what Lucy and Jack are looking at (*a school*).
- Play the recording for students to listen and read, then play it again and encourage students to repeat the grammar structure.
- Ask students to shade their eyes with their hand like pretend binoculars. Hold up a town flashcard and ask *What can you see?* Elicit *I can see a (swimming pool)*. Repeat with each flashcard.

## Transcript

**Lucy:** What can you see?
**Jack:** I can see a school.

**21ST CENTURY SKILLS**

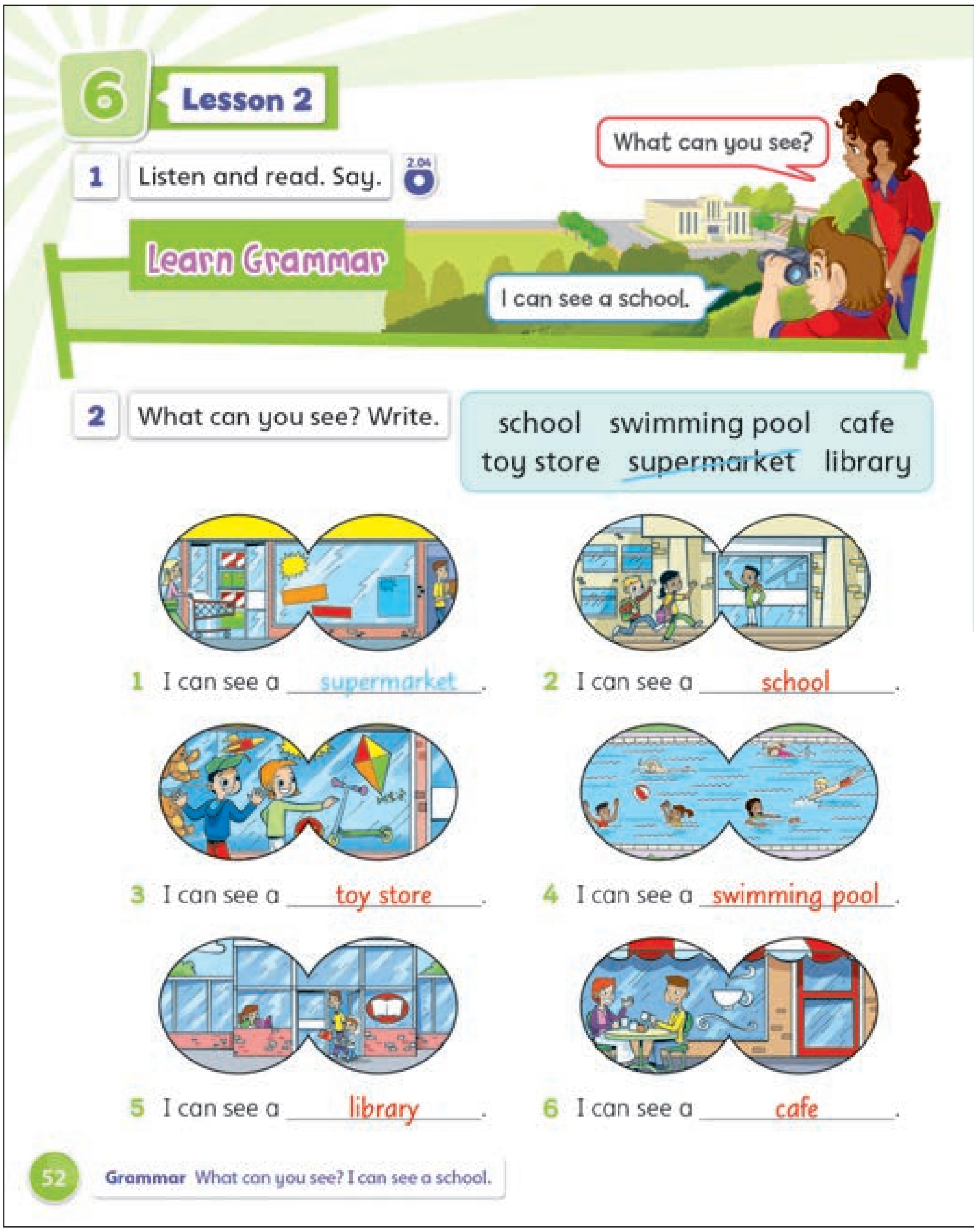
### Communication

Students learn to express facts in an appropriate way.

### Extension activity

Divide the class into two teams. Hand out a flashcard to a confident student in team A. They hold it up and ask a student in team B *What can you see (Maria)?* The student in team B replies, e.g. *I can see a (toy store)*. Repeat until you have used all the different flashcards.

Give teams a point each time they name a place correctly using the grammar structure.



6 Lesson 2

1 Listen and read. Say. 2.04

Learn Grammar

What can you see?

I can see a school.

2 What can you see? Write.

school swimming pool cafe toy store ~~supermarket~~ library

1 I can see a supermarket.
2 I can see a school.
3 I can see a toy store.
4 I can see a swimming pool.
5 I can see a library.
6 I can see a cafe.

52 Grammar What can you see? I can see a school.

## 2 What can you see? Write.

- Ask students to read the words in the word box aloud. Say *Look at picture number 1. What is it?* Elicit *supermarket* and read the example sentence below or invite a confident student to read it.
- Say *What can you see? Write.* Students complete the remaining items. Refer students to the words in the word box.
- With a less confident class, work through each question together. With a more confident class, allow students to work independently then check in pairs.
- Check answers by asking, e.g. *Number 2 – What can you see? I can see a school.* Encourage the class to check their answers if they are correct and change them if they are incorrect.

### Fast finishers

Ask fast finishers to turn to page 50–51. Ask pairs to take turns asking and answering using the language, e.g. *What can you see? I can see a (bike)* etc.

3 Sing. 2.05 Watch!

4 Make a model town. Say.

Song!
SUPERMARKET
Library
CAFE
ToYS
Swimming Pool
What can you see?
I can see a toy store.
Song lyrics
Page 103
Practice
Page 96
53

## 3 Sing. ◎ 2•05

- Play the *In My Town* song once for students to listen. Encourage students to point to the places in the picture.
- Play the song again. Model actions or create them with the class, e.g. cover your eyes for *What can you see?;* push a supermarket cart; open a book at the library; drink coffee; play on a games console; swim; write at school.

### In My Town Song

What can you see? What can you see?
I can see a supermarket in my town.
What can you see? What can you see?
I can see a library in my town.
Look around! Look around! All the places in my town!
Can you see all the places in my town?

What can you see? What can you see?
I can see a cafe in my town.
What can you see? What can you see?
I can see a toy store in my town.
Look around! Look around! All the places in my town!
Can you see all the places in my town?

What can you see? What can you see?
I can see a swimming pool in my town.
Turn around! What can you see?
I can see a school in my town.
Turn around! Turn around! It's the school in my town!
Can you see? It's the school in my town.

## 4 Make a model town. Say.

- Hand out Craft worksheets and tell the class they are going to make a model town. Ask students what materials they think they will need (scissors, glue and colored pens).
- Students color and cut out the town plan and the places. Then they stick the places onto the plan.
- Model the activity with a confident student. Ask *What can you see?* Point to the toy store and elicit *I can see a (toy store).*
- Put students into pairs. They take turns asking and answering about the places in their town plans. Move around the class. Offer help if necessary and give praise.

### Finisher

- Play *Musical flashcards.* See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**
**Extra Practice Student Book page 96**
**Workbook page 39**

### Notes

# Lesson 3 pages 54–55

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *restaurant, bakery, playground, bookstore; I'm hungry. How about you? Me, too!; library, supermarket, school, swimming pool, cafe, toy store; What can you see? I can see a (bookstore).*

**Passive:** *happy, sad, hot, cold, thirsty, hungry; See you later! Where is he? How do you spell (library)?*

## Materials

Unit 6 flashcards; Class Audio CD 2; Megabyte puppet

### Warmer

- Play the *In My Town* song from Unit 6 Lesson 2 page 53 ◎ 2.05 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. ◎ 2•06 Act it out.

- Point to the first frame of the story and the sign *Sorry. No dogs*. Shake your head as you read it. Ask students if Megabyte can go in with the students (*No*).
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again, pausing to ask students questions about each frame: 1 *Are Uncle Alex, Lucy and Jack happy? (No.) Why not? (Megabyte can't go in.)* 2 *What can they see through the window? (A waiter, food.) Is Megabyte happy? (Yes.) Why? (He likes food!) Is Lucy hungry? (Yes.)* 3 *Can Megabyte go with them? (No.)* 4 *Can they see Megabyte? (No, they can't.)* 5 *Can they see Megabyte now? (Yes.) What's he doing? (Playing.)* 6 *Is Megabyte happy? (Yes.) Why? (He can play and eat!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

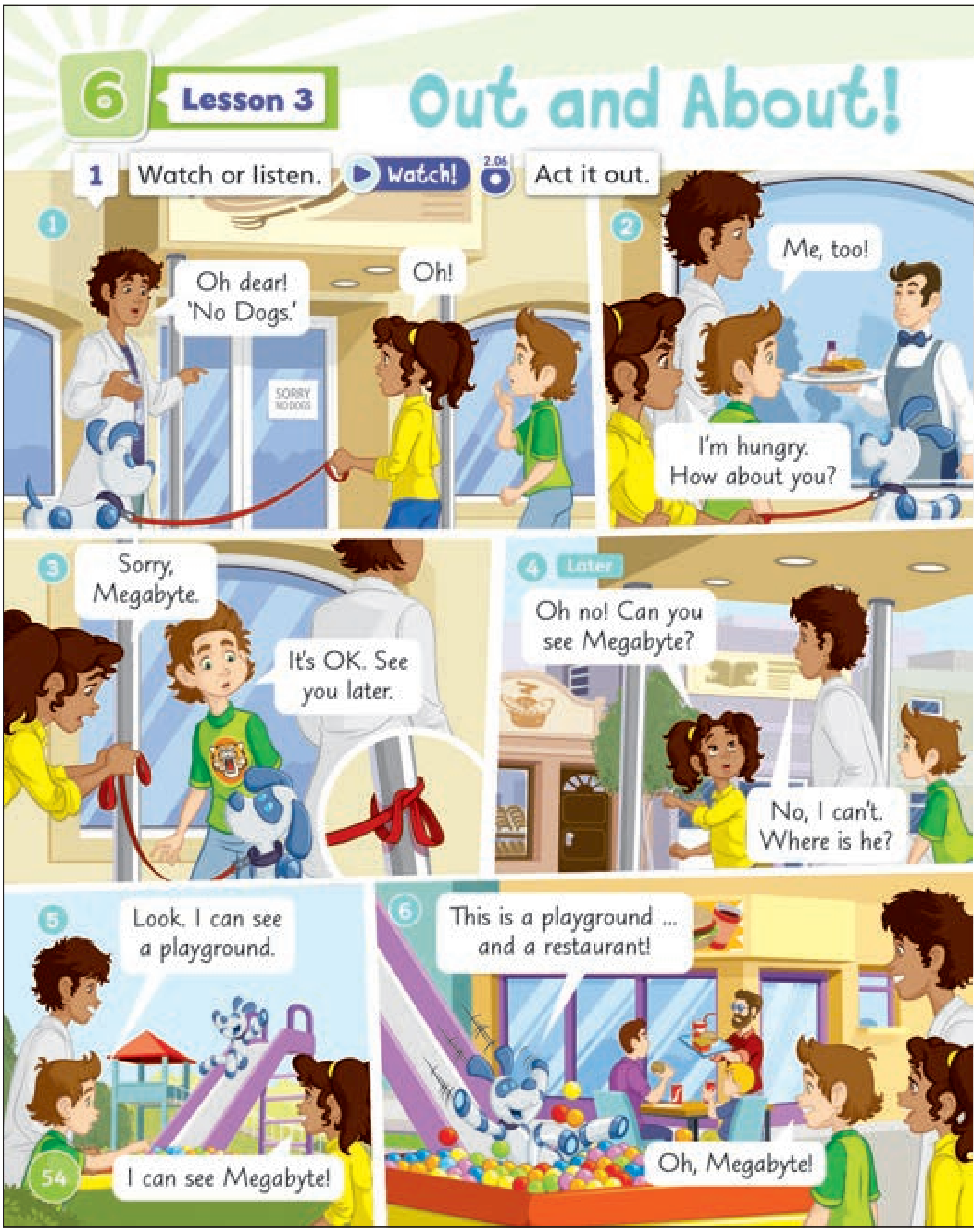
21ST CENTURY SKILLS

**Collaboration**

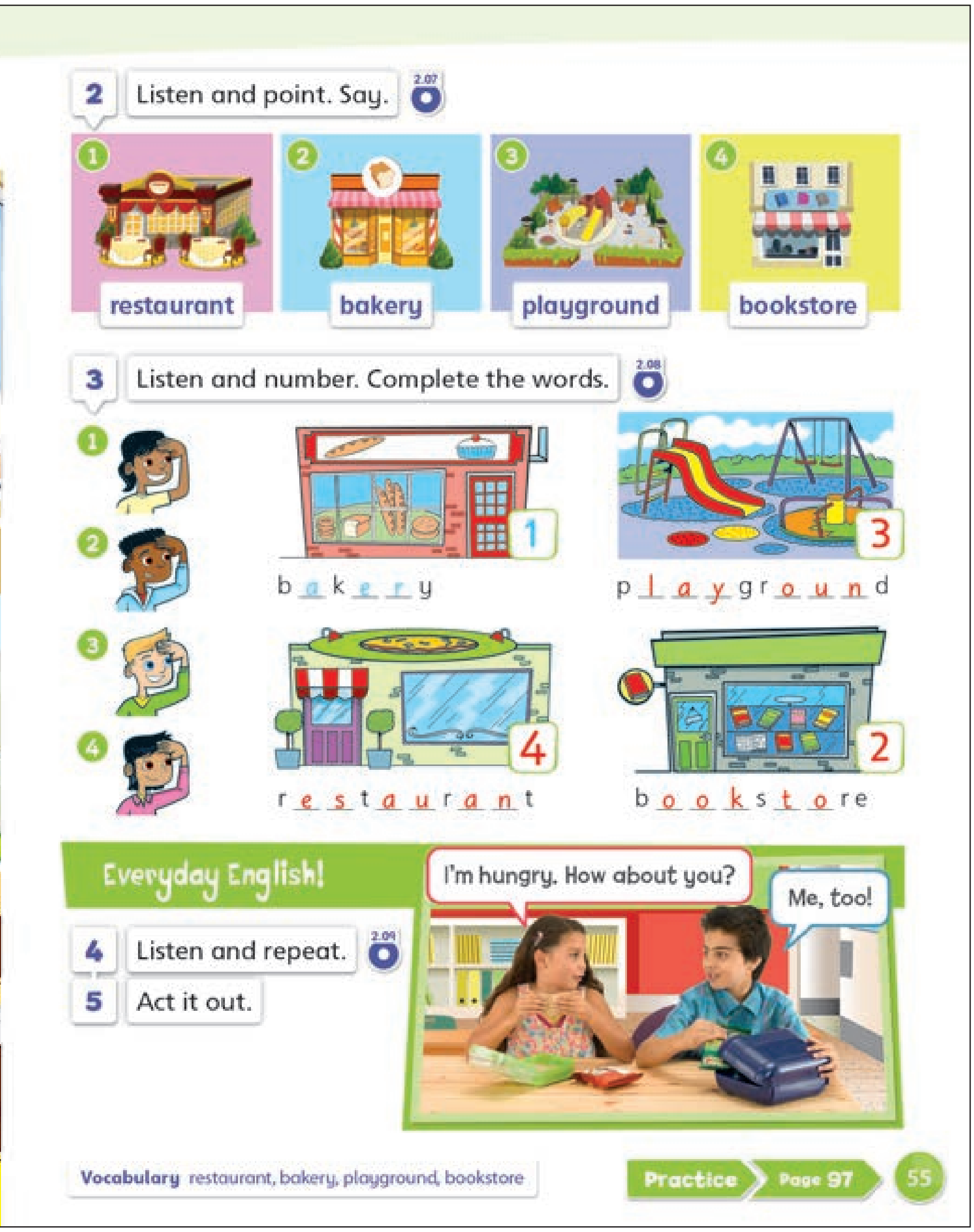
Students interact in groups to achieve a common goal.

**Further practice**

Workbook page 40


6
Lesson 3
Out and About!
1 Watch or listen.
Watch!
2.06
Act it out.
1
Oh dear! 'No Dogs.'
Oh!
SORRY NO DOGS
2
Me, too!
I'm hungry. How about you?
3
Sorry, Megabyte.
It's OK. See you later.
4 Later
Oh no! Can you see Megabyte?
No, I can't. Where is he?
5
Look. I can see a playground.
I can see Megabyte!
6
This is a playground ... and a restaurant!
Oh, Megabyte!
54

## Notes



**2** Listen and point. Say. 2.07

**3** Listen and number. Complete the words. 2.08

Everyday English!

**4** Listen and repeat. 2.09

**5** Act it out.

**Vocabulary** restaurant, bakery, playground, bookstore

Practice Page 97

55

## 2 Listen and point. Say. 2•07

- Introduce the new words with the Megabyte puppet and the flashcards.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and say the words.
- Use Megabyte to hold up a flashcard and ask *What can you see?* Elicit *I can see a (bookstore).* from the class.
- Look at the story again. Ask students which places they can see, e.g. *I can see a (bakery).*

### Transcript

restaurant, bakery, playground, bookstore
playground, restaurant, bookstore, bakery

## 3 Listen and number. Complete the words. 2•08

- Point to the pictures of places in a town and ask *What can you see?* Elicit the four places, e.g. *I can see a (bakery).*
- Point to the four answer boxes next to each item and say *Listen and number. Write 1, 2, 3, or 4.*
- Play the recording, pausing after the first item to check the answer (1 next to picture of the bakery). Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary. Check that students are numbering the pictures only.
- Ask students to check their answers in pairs before checking together as a class.
- Ask *How do you spell bakery?* Write the word on the board and point to the example answer. Say *Complete the words.* Refer students to the spelling of the words in activity 2.
- Check answers by asking *What's number (2)? How do you spell (bookstore)?*

### Transcript

1 What can you see? I can see a bakery.
2 What can you see? I can see a bookstore.
3 What can you see? I can see a playground.
4 What can you see? I can see a restaurant.

**TEACHING TIP**

Practice the alphabet with the class beforehand. Write the letters of the alphabet on the board. Divide the class into two teams. Choose one person from each team and say a letter. The first student to circle that letter on the board wins a point for their team.

## 4 Listen and repeat. 2•09

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Girl 3:** I'm hungry. How about you?
**Boy 3:** Me, too!

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Elicit different feelings from the class, e.g. *happy, sad, sleepy, angry, hot, cold, thirsty* and *hungry*. To reinforce the meaning, play *Simon says* miming each feeling. See Ideas Bank (Teacher's Book page 141) for instructions.
- Play some music and ask students to stand and move around the room. Pause the music. Tell students to turn to the student nearest to them and repeat the exchange, e.g. *I'm (sleepy). How about you?* Their partner replies *Me, too!* Start the music and repeat several times. Encourage students to act out the feelings.
- Tell students they can use this exchange to tell people how they feel and to say they feel the same.

## Finisher

- Play *Watch my lips.* See Ideas Bank (Teacher's Book page 140) for instructions. Play as a team game.

**Further practice**
**Extra Practice Student Book page 97**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 6 Lesson 3**
**Workbook page 41**

# Lesson 4 page 56

Classroom Presentation Tool

## Objectives

To present a CLIL concept (Geography).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *north, east, south, west; places in town*

**Passive:** *map, compass; Where is the (library)? It's in the (north).*

## Materials

Unit 6 flashcards; Class Audio CD 2; a map of your town, country or the world (optional); CLIL stickers; CLIL Worksheet Unit 6 Lesson 4

### Warmer

- Play *What number is it?* See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen, read, and stick. 2•10

- Books closed. If you have a map of your town, country or the world, stick it on the board. Draw the four points of a compass next to it with *N, E, S,* and *W* marked.
- Play the recording and ask students to listen and repeat the words. Write the words *north, east, south,* and *west* on the board next to the four points of the compass. Point to the cardinal point labelled *N* and elicit from the class the word *north*. Repeat for the other three points. Tell the class *This is a compass*. Write *compass* on the board.
- Books open. Play the recording again and students point to the correct word.
- Ask students to turn to the CLIL stickers. Say *Listen and stick your stickers on page 56*.
- Play the recording again. Encourage students to repeat the words.

### Transcript

| | | | |
|---|---|---|---|
| 1 | north | 3 | south |
| 2 | east | 4 | west |

### 2 Listen and number. 2•11

- Ask students to look at the picture to the right. Point to each item in the picture and elicit the places in town. Then point to the four cardinal points and elicit *north, east, south,* and *west*.
- Play the recording, pausing after the first item. Ask *Where is the playground?* Ask *Is it in the north, east, south, or west?* Elicit *west*. Point to the example *1* in the answer box.

### Transcript

1 Where is the playground? It's in the west.
2 Where is the swimming pool? It's in the east.
3 Where is the school? It's in the north.
4 Where is the supermarket? It's in the south.

### 3 Read and draw.

- Point to the picture of the town on the right and say *This is my town*. Point to the small pictures on the left and elicit the place names.
- Point to the first picture and read out the sentence below it. Point to the four empty spaces in the map and ask *Where is the library?* Encourage students to point to the space in the north and say *It's in the north*. Say *Draw the library*. Tell them that they only need to draw a simple drawing, e.g. a book to represent *library*.

21ST CENTURY SKILLS

**Critical thinking and problem-solving**

Students listen to and collect data to find the answer to a problem.

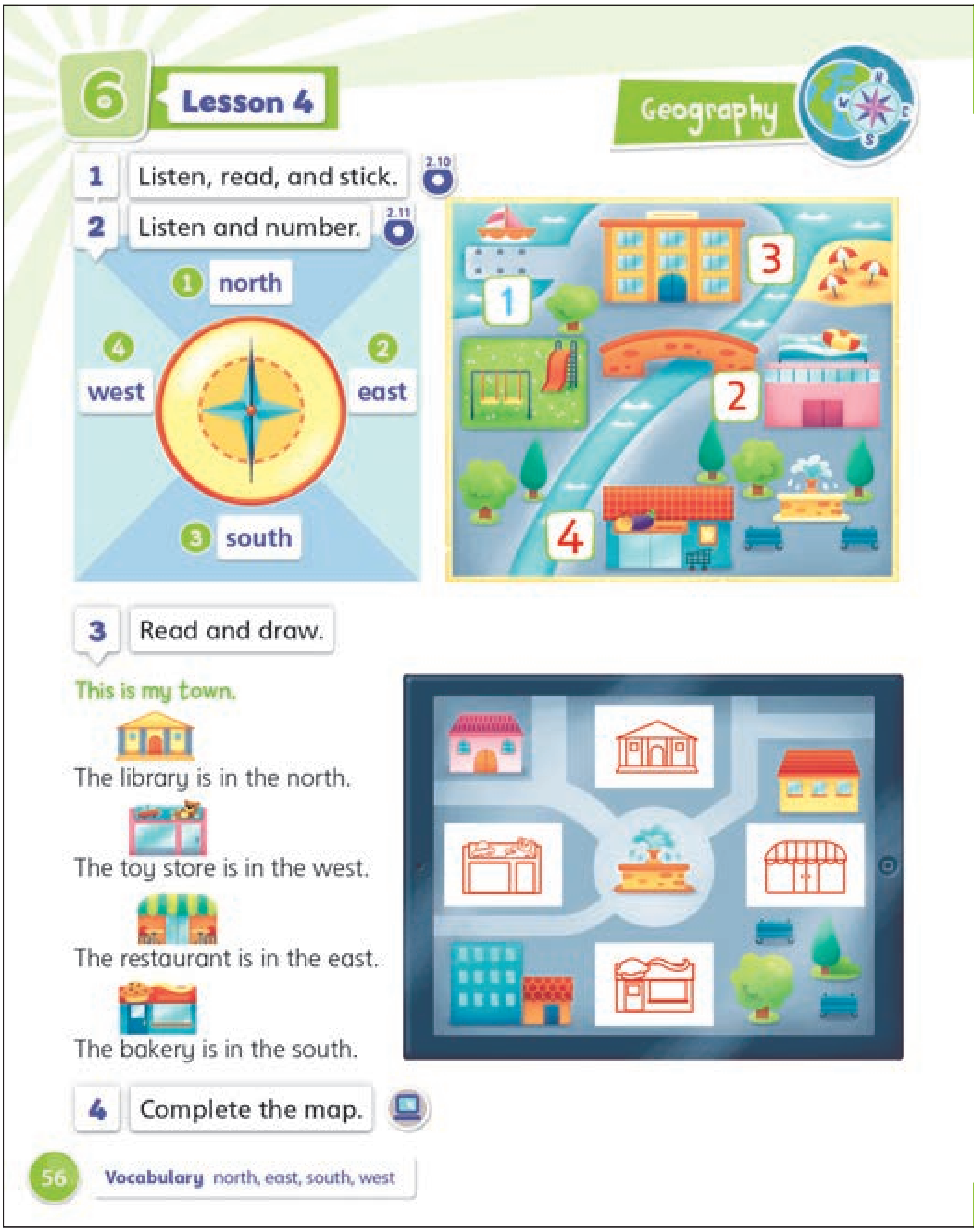
### 4 Complete the map.

- Hand out CLIL worksheets. Look at the pictures and elicit the places.
- Tell students they are going to draw the places on the map labeled *My map*. Ask students to point to the two spaces in the north of the map. Repeat with the east, south, and west. Explain that two places can go in each area of the town.
- Model the activity with a confident student. Ask, e.g. *north. What can you see?* and elicit the place the student can see on their map, e.g. *I can see (the cafe).* or *The (cafe) is in the north.*
- Students ask and answer questions about their partner's map and label the map *My friend's map*. When they have finished, they compare maps to see if they were correct.

### Finisher

- Play *True or False*. See Ideas Bank (Teacher's Book page 141) for instructions.

**Further practice**
Workbook page 42



6 Lesson 4

1 Listen, read, and stick. 2.10

2 Listen and number. 2.11

1 north
2 east
3 south
4 west

3 Read and draw.

This is my town.

The library is in the north.

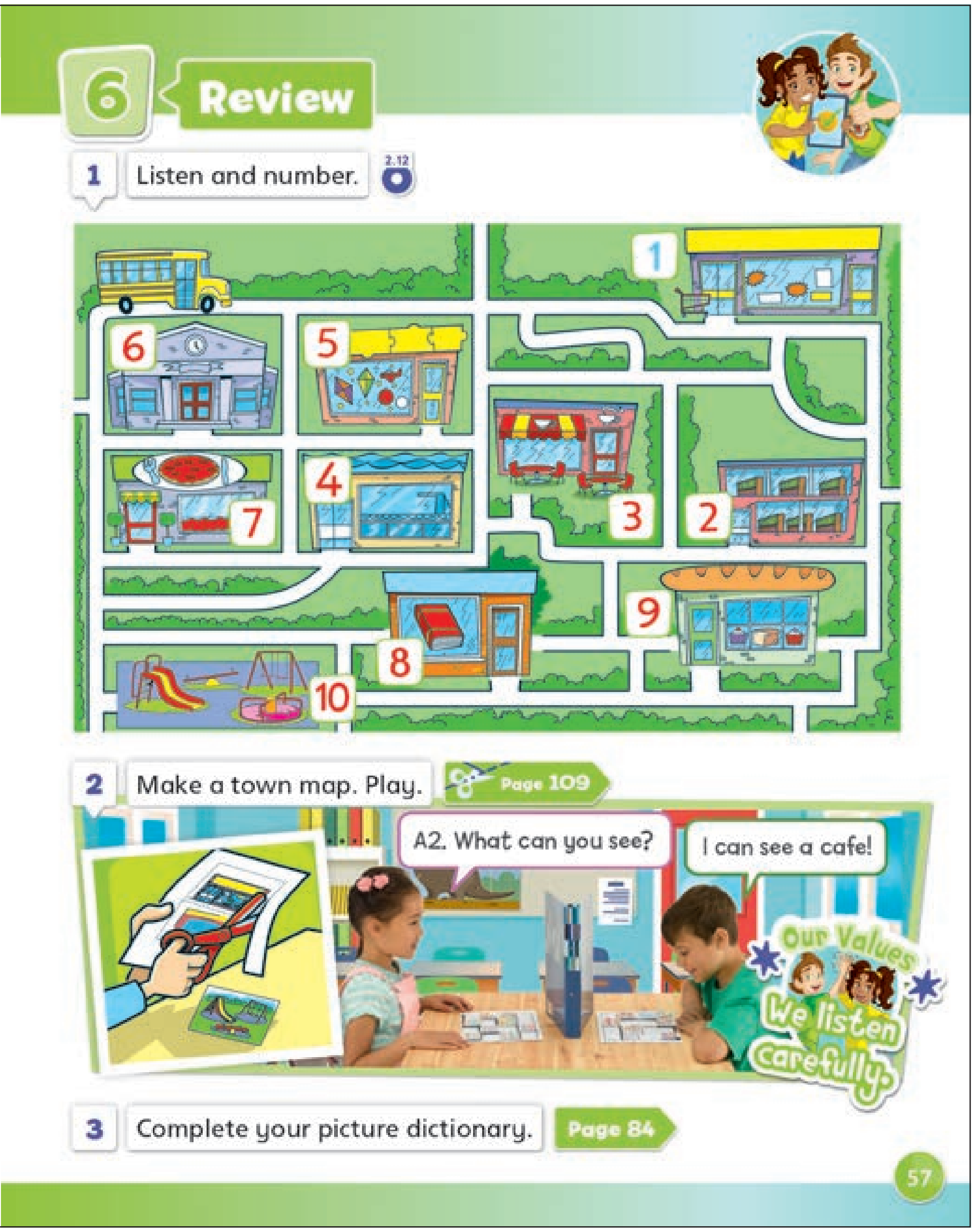
The toy store is in the west.

The restaurant is in the east.

The bakery is in the south.

4 Complete the map.

56 **Vocabulary** north, east, south, west



6 Review

1 Listen and number. 2.12

1 2 3 4 5 6 7 8 9 10

2 Make a town map. Play. Page 109

A2. What can you see?

I can see a cafe!

Our Values We listen carefully.

3 Complete your picture dictionary. Page 84

57

## Review page 57

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

To talk about a value.

### Language and structures

**Active:** *library, supermarket, school, swimming pool, cafe, toy store, restaurant, bakery, playground, bookstore, north, east, south, west; What can you see? I can see a (school).*

**Passive:** *We listen carefully.*

### Materials

Unit 6 flashcards; Class Audio CD 2; Craft worksheet Unit 6 Review, scissors, colored pens; *Our Values* sticker

### Warmer

- Play *Walk to the card.* See Ideas Bank (Teacher's Book page 141) for instructions.

### 1 Listen and number. 2•12

- Point to the map and ask *What can you see?* Elicit the places in the town.
- Explain to students that they are on the bus traveling through the town. Say *Listen and number the places.*
- Play the recording. Pause after the first item. Say *What's number 1?* Elicit *supermarket* and ask students to point to the picture of the supermarket. Point to the example number 1 in the answer box next to it.
- Play the remainder of the recording.
- Ask students to check their answers in pairs before checking as a class.
- Point to the example line from the bus to the supermarket. Explain that the students should draw the route the bus takes.

### Transcript

1 What can you see? I can see a supermarket.
2 What can you see? I can see a library.
3 What can you see? I can see a cafe.
4 What can you see? I can see a swimming pool.
5 What can you see? I can see a toy store.
6 What can you see? I can see a school.
7 What can you see? I can see a restaurant.
8 What can you see? I can see a bookstore.
9 What can you see? I can see a bakery.
10 What can you see? I can see a playground.

### 2 Make a town map. Play.

- Hand out Craft worksheets and tell the class they are going to make a town map.
- Students color and cut out the pictures. Ask students questions about their pictures, e.g. *What is it? What can you see? Is it a (cafe)? Is it in the (north)?*
- Read the dialogue in the Student Book. Model the activity with a confident student. Ask *B1. What can you see?* Tell the student to look at their map and answer *I can see a (bakery).* If they don't have anything in that space encourage them to say *Nothing!* Put each place they mention in the same place on your map to match.
- Put students into pairs. When each partner has described their town, they should compare to see if they are correct.

### Our Values

- Show the class the space for the *Our Values* sticker. Read out the value (*We listen carefully*). Ask the class why it's important to listen carefully.
- Ask the class if they listened carefully today doing the activities in class.
- Congratulate students and award them with the values sticker. They place the sticker in the space on page 57.

21ST CENTURY SKILLS

**Social and cross-cultural interaction**

Students learn to participate in an effective and responsible way.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 84 of their Student Books and look at the Picture Dictionary section for Unit 6.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Students can then color the items.

### Finisher

- Play *One minute race!* See Ideas Bank (Teacher's Book page 142) for instructions. Review language from any unit.

**Further practice**

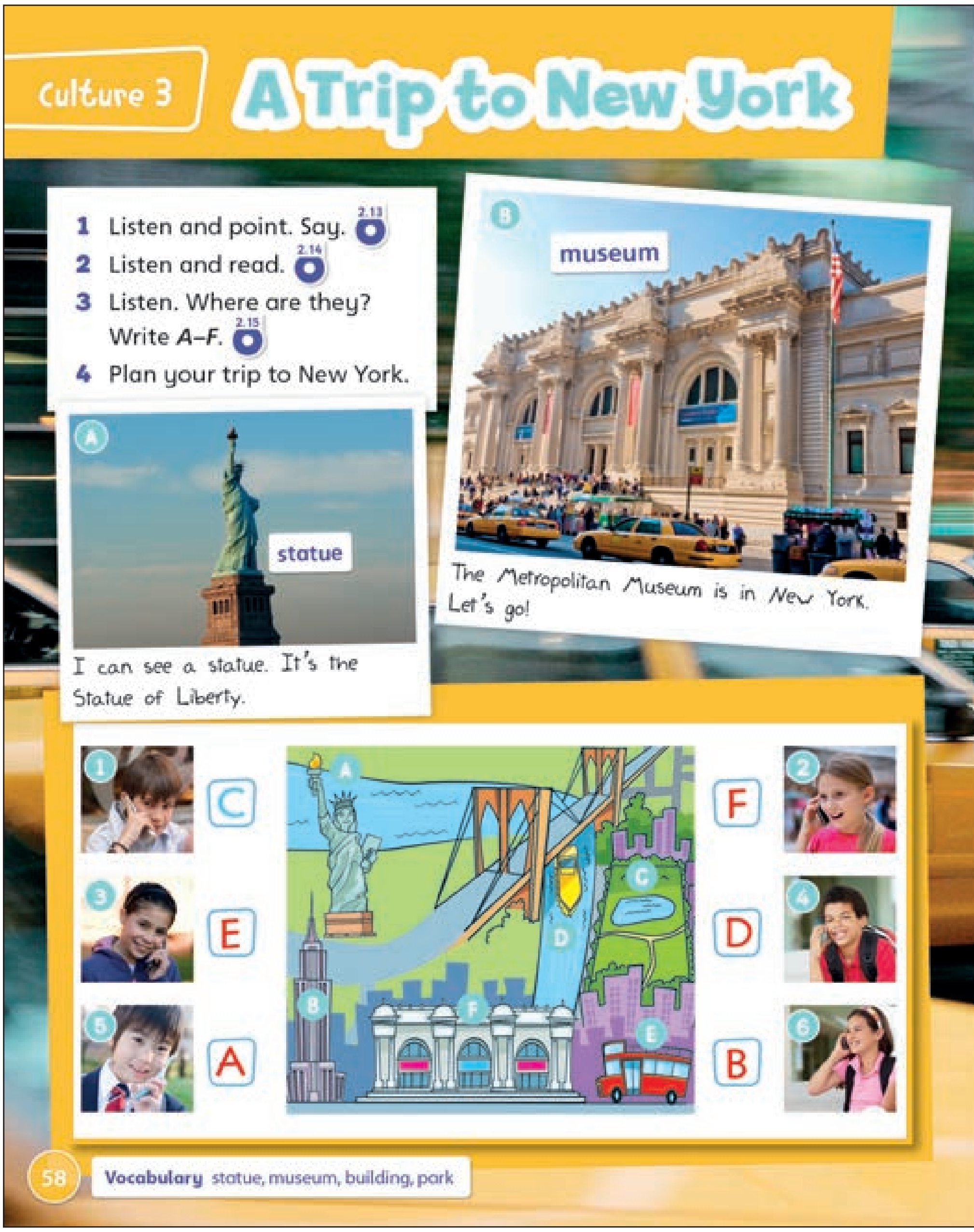
**Unit 6 Test**

**Workbook pages 43–45**

# Culture 3
# A Trip to New York

pages 58–59

**Classroom Presentation Tool**



Culture 3 **A Trip to New York**

1 Listen and point. Say. 2.13

2 Listen and read. 2.14

3 Listen. Where are they? Write A–F. 2.15

4 Plan your trip to New York.

A statue

I can see a statue. It's the Statue of Liberty.

B museum

The Metropolitan Museum is in New York. Let's go!

**Vocabulary** statue, museum, building, park

## Objectives

To present and practice four new words related to culture.

To review the linguistic content of Units 5 and 6.

## Language and structures

**Active:** *statue, museum, building, park*

**Passive:** *trip, New York, listen, point, say, read, write; Plan your trip to New York. Where are they? What can you see?*

## Materials

Class Audio CD 2; colored pens

## Warmer

- Bring some pictures of things people famously associate with New York to class, e.g. *yellow cabs, the Empire State Building, the Statue of Liberty,* etc. Ask students *Where is it?* Take ideas from students until you elicit *New York*. Write *A Trip to New York* on the board.
- Ask the class *Have you ever been to New York? Do you want to go to New York? Why or Why not?* Listen to students' ideas.

## 1 Listen and point. Say. 2•13

- Read the words with the pictures A, B, C, and D on pages 58 and 59 aloud to the class. Ask the class to listen to you and point to the correct picture. Ask the class to read the words aloud.
- Say a word and ask students to point to the correct picture. Start off slowly. Then get faster and faster.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

### Transcript

statue, museum, building, park
building, park, statue, museum

### Extension activity

With a less confident class, put students into pairs. Ask them to take turns saying a word pictured on pages 58 and 59 for their partner to listen, point to, and repeat.

## 2 Listen and read. 2•14

- Ask students to look at the pictures on pages 58 and 59. Ask *What can you see?* Elicit the Culture 3 vocabulary.
- Books closed. Tell students to listen to the recording and shout out the Culture 3 vocabulary word when they hear it, e.g. *I can see a statue. It's the Statue of Liberty* – students shout out *statue*! Repeat with the three remaining frames.
- Books open. Tell students to listen to the texts, reading as they do this. Ask students to circle the Culture 3 word in each frame as they listen/read.

### Transcript

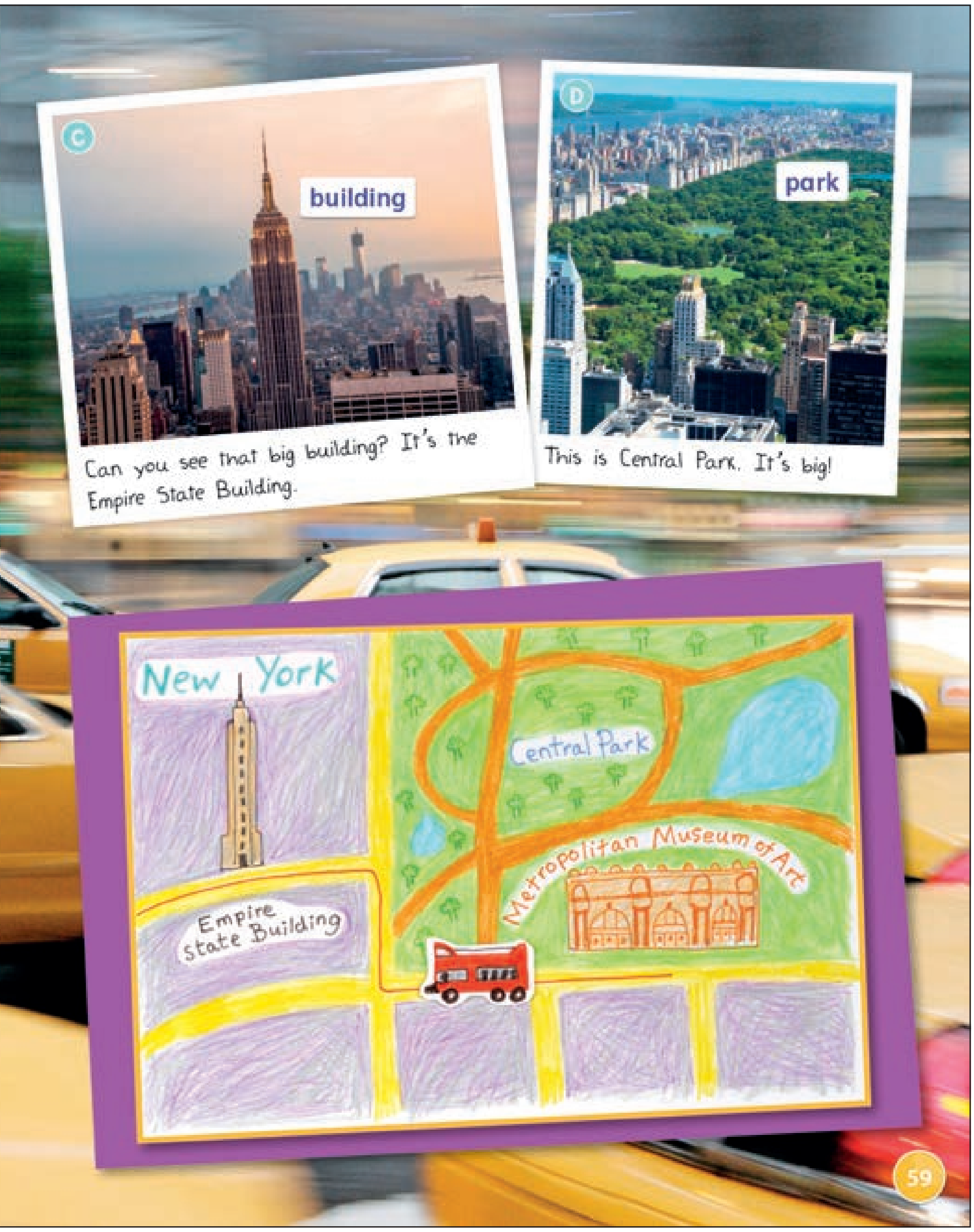
1 I can see a statue. It's the Statue of Liberty.
2 The Metropolitan Museum is in New York. Let's go!
3 Can you see that big building? It's the Empire State Building.
4 This is Central Park. It's big!

### Extension activity

With a less confident class, play the recording and ask students to point to the correct frame as they listen. Play it again and encourage students to read along with the listening. Then ask students to read the texts and circle the Culture 3 word in each text.

## 3 Listen. Where are they? Write *A–F.* 2•15

- Point to the picture and ask the class to shout out what they can see to elicit Culture 3 vocabulary, e.g. *statue, museum, bridge, park,* and *bus*.
- Say *Listen to the children. Where are they? The park? The museum?*
- Play the first speaker. Ask *Where is he?* Students say *C* (*the park*)
- With a less confident class, pause after each speaker to allow students to write the letters. With a more confident class, play the recording through once.



Can you see that big building? It's the Empire State Building.

This is Central Park. It's big!

- Ask students to check their answers in pairs.
- Play the recording again for students to check their answers.
- Elicit answers from the class asking *Where is number 3?* Student: *E – The bus.*

## Transcript

1
**Girl 1:** Hello! What can you see?
**Boy 1:** I can see a beautiful park.

2
**Boy 2:** Hi! Where are you?
**Girl 2:** I'm in a museum.

3
**Boy 3:** Can you see a train?
**Girl 3:** No, I can't. I can see a red bus.

4
**Girl 4:** Where are you?
**Boy 4:** I'm in a boat. It's on the river.

5
**Girl 3:** Can you see a statue?
**Boy 1:** Yes, I can. I can see the Statue of Liberty.

6
**Boy 1:** Hello? Where are you?
**Girl 2:** I'm in the Empire State Building!

## 4 Plan your trip to New York.

- Ask the class to make a map. They need to draw and color the four places they want to go to in New York.
- Ask them to label them and draw a road traveling through their map of New York.

### Extension activity

Have a show and tell session as a whole class for students to talk about their map and what they want to see.

## Finisher

- Play *Sharkman*. See Ideas Bank (Teacher's Book page 142) for instructions. Use this game to review Culture 3 and Units 5 and 6 vocabulary.

### Culture note

New York City is the largest city by population in the USA. Downtown New York is situated on the island of Manhattan. It is the closest American port to Europe and has a lot of influences from Italy, the UK, African countries, and Holland. In fact, New York is famous for its pizza and the name York comes from an old city in England! Although English is the main language, over 800 languages are spoken here. The New York Yankees baseball team and the New York Knicks basketball team are popular in New York and around the world. Many people go to Yankee stadium every year to watch baseball, and see the historic stadium.

## Notes

# Unit 7 Big or Small?
## Lesson 1 pages 60–61

**Classroom Presentation Tool**

### Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures

**Active:** *big, short, tall, small, old, young, swimming pool*

**Passive:** *Is the (hat) (small)? It's (big).*

### Materials

Unit 7 flashcards; Unit 2 flashcards (*ant, alligator*); Class Audio CD 2; Megabyte puppet; Unit 7 Lesson 1 stickers

### Warmer

- Play *Mystery flashcard*. See Ideas Bank (Teacher's Book page 140) for instructions. Use the Unit 2 flashcards of an *ant* and an *alligator*. Ask the class to describe the animals. Ask *Is it big or small?*

### 1 Listen and point. Say. 2•16

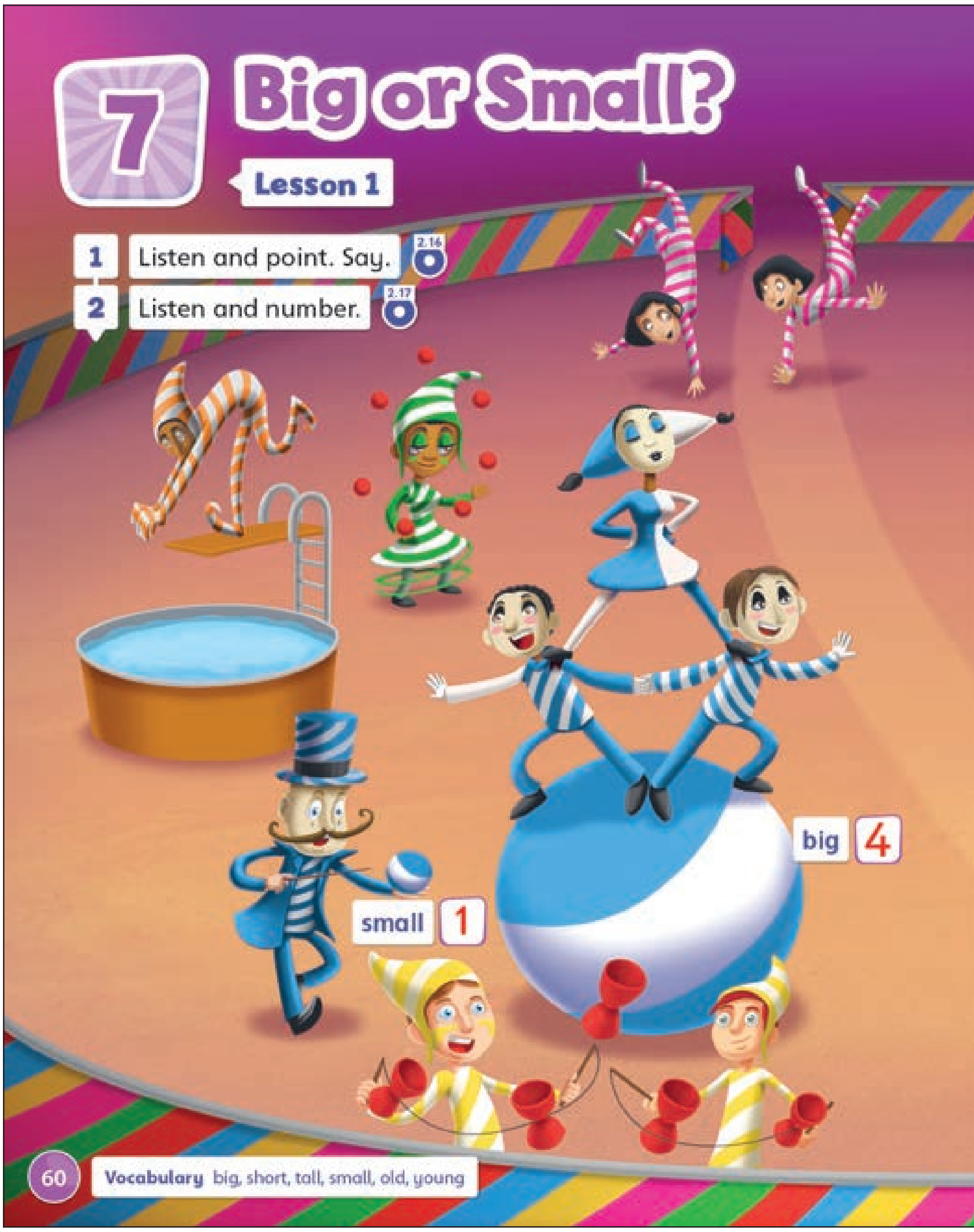
- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for the students to repeat.
- Books open. Ask students what Megabyte is showing them (*a circus*). Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

### Transcript

big, short, tall, small, old, young
small, short, old, young, tall, big

### 2 Listen and number. 2•17

- Point to the six answer boxes next to each item on pages 60–61. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording for students to listen and write the numbers. Play the recording twice or pause after each item if necessary.
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (1)? (small).*



7 Big or Small?

Lesson 1

1 Listen and point. Say. 2.16

2 Listen and number. 2.17

big 4

small 1

60 **Vocabulary** big, short, tall, small, old, young

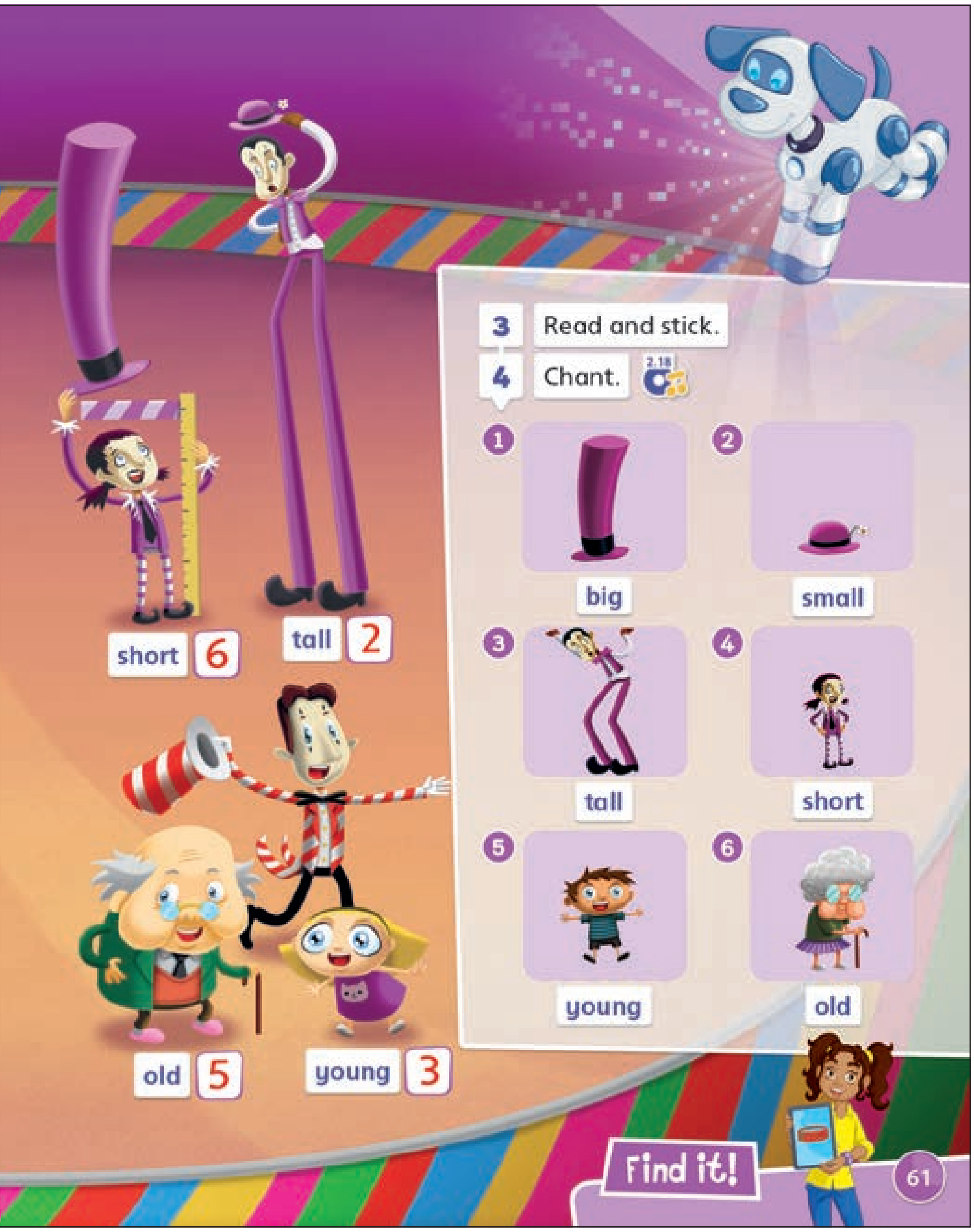
### Transcript

1 small
2 tall
3 young
4 big
5 old
6 short

**TEACHING TIP**

With a more confident class, elicit full sentences *It's small. He's tall. She's young.* Encourage students to consider if it is a male, a female, or an inanimate object.

### Notes



3 Read and stick.

4 Chant. 2.18

1 big

2 small

3 tall

4 short

5 young

6 old

short 6

tall 2

old 5

young 3

Find it!

61

### 3 Read and stick.

- Point to the sticker spaces on page 61 and say *Read the words*. Point to each word and read it aloud as a class. With a more confident class ask individual students to read the words aloud. The class listens and repeats.
- Ask students to turn to the stickers section in the Student Book. Say the words in a random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 61*. Students stick the stickers in the correct spaces.
- Check answers by asking, e.g. *Is the hat small?* and eliciting *No. It's big!*

### 4 Chant. 2•18

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Play the chant once more. When students hear the words, they mime the adjective, e.g. arms out wide for big; cupping hands around something small; stretching tall; jumping for young; shuffling for old.

### Chant

big, big, big
small, small, small
tall, tall, tall
short, short, short
young, young, young
old, old, old

### Find it!

- Point to Lucy's tablet and ask students *What can you see?* Elicit *I can see a swimming pool*. Say *Find the swimming pool in the picture*. (It's on page 60).
- Tell students to turn to the *Picture Dictionary* for Unit 7 (*Student Book* page 85) and find the swimming pool. Elicit what color the swimming pool is on page 60 (*yellow*). Ask students to color the swimming pool in the Picture Dictionary the same color.

**21ST CENTURY SKILLS**

**Information literacy**

Students identify recycled vocabulary.

### Finisher

- Play *Pelmanism*. See Ideas Bank (Teacher's Book page 142) for instructions. Use the adjectives flashcards. Students try and find pairs of opposite adjectives.

**EXTRA VOCABULARY**

circus
clown
acrobat
diving board
trapeze
juggle
juggling balls
diabolo
stilts
ring master

### Further practice

**CD-ROM: Vocabulary Worksheet Unit 7 Lesson 1**
**Workbook page 46**

### Notes

# Lesson 2 pages 62–63

Classroom Presentation Tool

## Objectives

To present a new grammar structure.

To practice the new grammar structure with the lesson 1 vocabulary.

To sing a song using the lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

To talk about a value.

## Language and structures

**Active:** *That (bike) is (big). This (bike) is (small); big, short, tall, small, old, young*

**Passive:** *Come and play! Bring your dog. Let's play today. We respect other people.*

## Materials

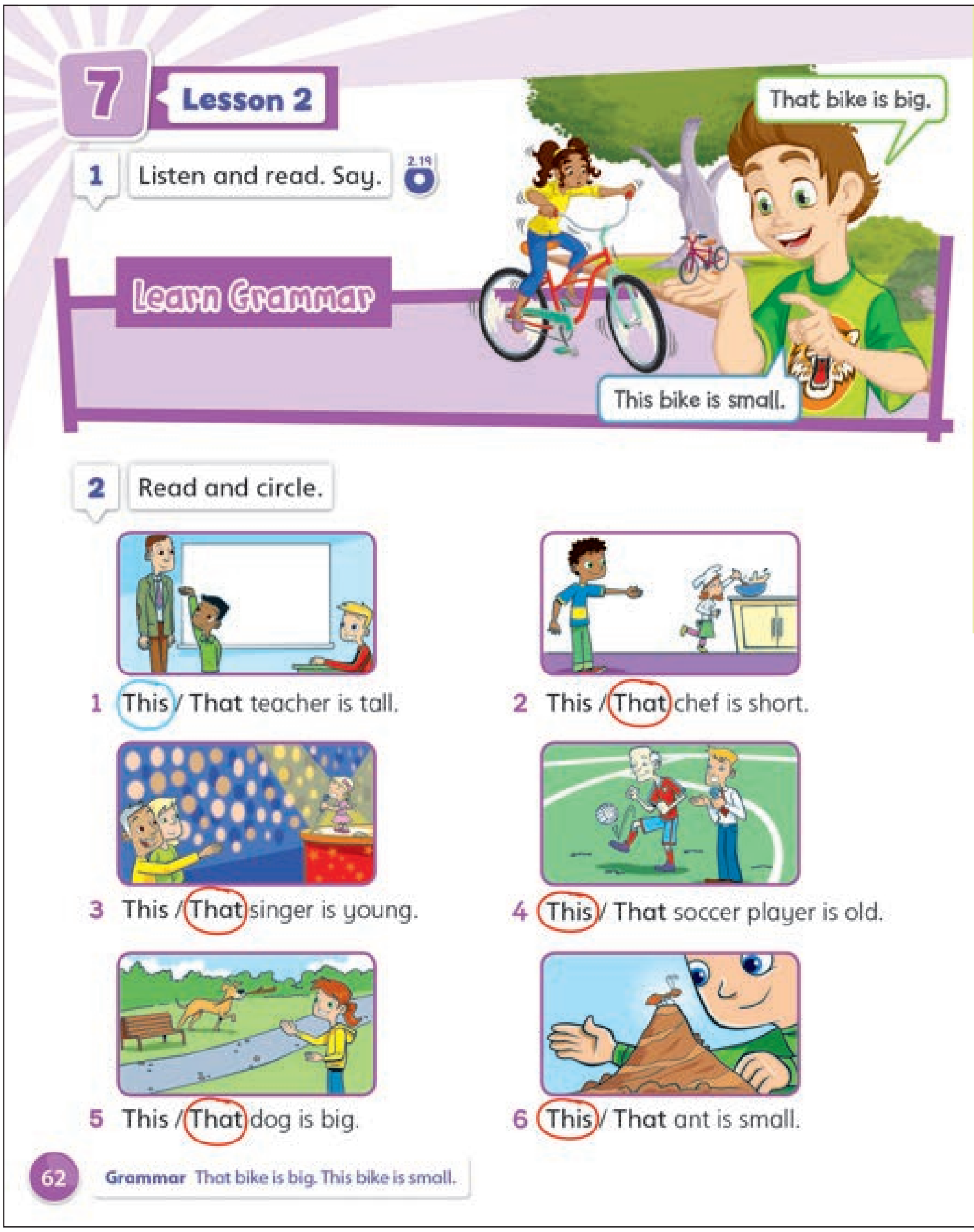
Unit 7 flashcards; Class Audio CD 2; Craft worksheets Unit 7 Lesson 2; scissors, glue, colored pens, magazines (optional); *Our Values* sticker

### Warmer

- Play the chant from Unit 7 Lesson 1 page 61 ◎ 2.18 for students to listen and join in.
- Hand out the Lesson 1 flashcards to pairs of students. Ask students to raise the correct picture as they say the chant.

### 1 Listen and read. Say. ◎ 2•19

- Ask students who has a small bike (*Jack*) and who has a big bike (*Lucy*).
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Draw a very large pencil on the board. Ask *Is it big or small?* Elicit *It's big.* Ask a student to hold up a pencil. Ask the class *Is it big or small?* Elicit *It's small.*
- Stand next to the student holding up the pencil and say *This pencil is small.* Point to the drawing on the board and say *That pencil is big*. Stand next to the board and point to the drawing and say *This pencil is big*. Point to the child holding up the pencil and say *That pencil is small.*
- Put the real pencil at the back of the room and ask students to stand next to it. Gesture to the pencil and elicit from the class *This pencil is small.* Point to the pencil on the board and elicit *That pencil is big*. Move students to the board and gesture to the drawing. Elicit *This pencil is big*. Point to the pencil at the back of the room and say *That pencil is small*. Repeat as necessary.



7 Lesson 2

1 Listen and read. Say. 2.19

Learn Grammar

That bike is big.

This bike is small.

2 Read and circle.

1 [✓ This] / That teacher is tall.

2 This / [✓ That] chef is short.

3 This / [✓ That] singer is young.

4 [✓ This] / That soccer player is old.

5 This / [✓ That] dog is big.

6 [✓ This] / That ant is small.

62 Grammar That bike is big. This bike is small.

- Explain to students that we use *This* when an object is near to us and we use *That* when the object is far away.

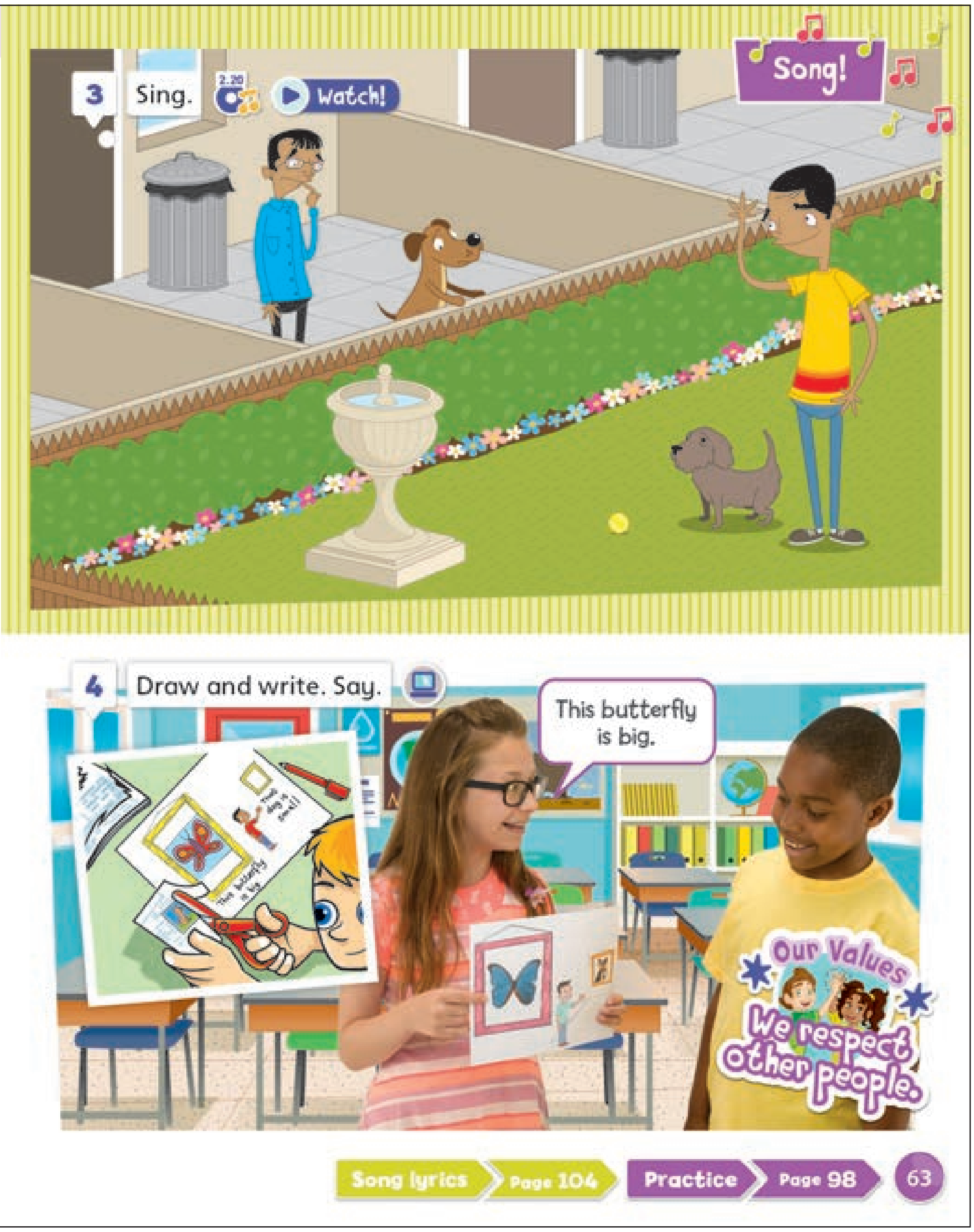
### Transcript

**Jack:** That bike is big.

**Jack:** This bike is small.

### 2 Read and circle.

- Ask students to look at the first picture and ask who they can see (*a teacher and two boys*). Point to the sentence below and ask students to find the adjective in the sentence (*tall*).
- Tell students to imagine they are the boy next to the teacher. Ask if he's near to or far from the teacher (near). Then ask *Is it This or That?* (*This*). Reinforce the meaning by gesturing near and far. Remind students how we use *this* and *that*.
- With a less confident class, work through another question together or allow students to work in pairs to complete the remaining sentences. Move around the class offering help if necessary.
- Check answers by asking *What's number (2)?* Invite students to read out the sentences.
- Encourage the class to check if their answers are correct and change them if they are incorrect.


3 Sing. 2.20 Watch!
Song!
4 Draw and write. Say.
This butterfly is big.
This butterfly is big.
That dog is small.
Our Values
We respect other people.
Song lyrics Page 104
Practice Page 98
63

### 3 Sing. 2•20

- Play the *Come and Play!* song once for students to listen. Encourage students to point to the correct yard, dog, and person in the picture as they listen.
- Play the song again. Model actions or create them with the class, e.g. point near to you for *This* and away from you for *That*; gesture for *big*, *small*, *tall* and *short*; beckon with a hand for *Come and play*.

### Come and Play! song

This yard is big.
That yard is small.
This dog is short.
That dog is tall.
This dog is old.
That dog is young.
Come and play! Come and play!
Bring your dog! Let's play today.
Big and small, short and tall.
Old and young, hey, let's play.
Big and small, short and tall.
Old and young, let's play today.
*(Repeat song)*

### 4 Draw and write. Say.

- Hand out Craft worksheets and tell the class they are going to make a poster. Ask students what materials they think they will need (scissors, glue, and colored pens).
- Students draw and color, or cut out pictures to stick in the two frames. Then students write two sentences using *This* and *That*, e.g. *This (butterfly) is big. That (dog) is small.*
- Put students into pairs to take turns talking about their pictures. The person holding the drawing describes their pictures using *This*. The partner uses *That*. Move around the class offering help if necessary and giving praise.

**21ST CENTURY SKILLS**

**Collaboration**
Students interact in pairs to achieve a common goal.

### Our Values

- Show the class the space for the *Our Values* sticker. Read out the value (*We respect other people*). Ask the class why it's important to respect other people. Ask students how they can be respectful (other people's feelings are important as well as our own, we can be polite, listen, and think about people's feelings, etc). Listen to students' ideas and praise them.
- Ask the class if they were respectful today and remind them to be polite and show respect to everyone. Congratulate students and award them with the values sticker. They stick the sticker in the space on page 63.

### Finisher

- Play *Mime the word.* See Ideas Bank (Teacher's Book page 140) for instructions.

**Further practice**
**Extra Practice Student Book page 98**
**Workbook page 47**

### Notes

# Lesson 3 pages 64–65

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *heavy, light, dirty, clean; Come on! Wait for me! This (backpack) is (heavy).*

**Passive:** *wagon, backpack; Let's go! I have an idea. It's (heavy). Is it (clean)?*

## Materials

Unit 7 flashcards; Class Audio CD 2; Megabyte puppet

### Warmer

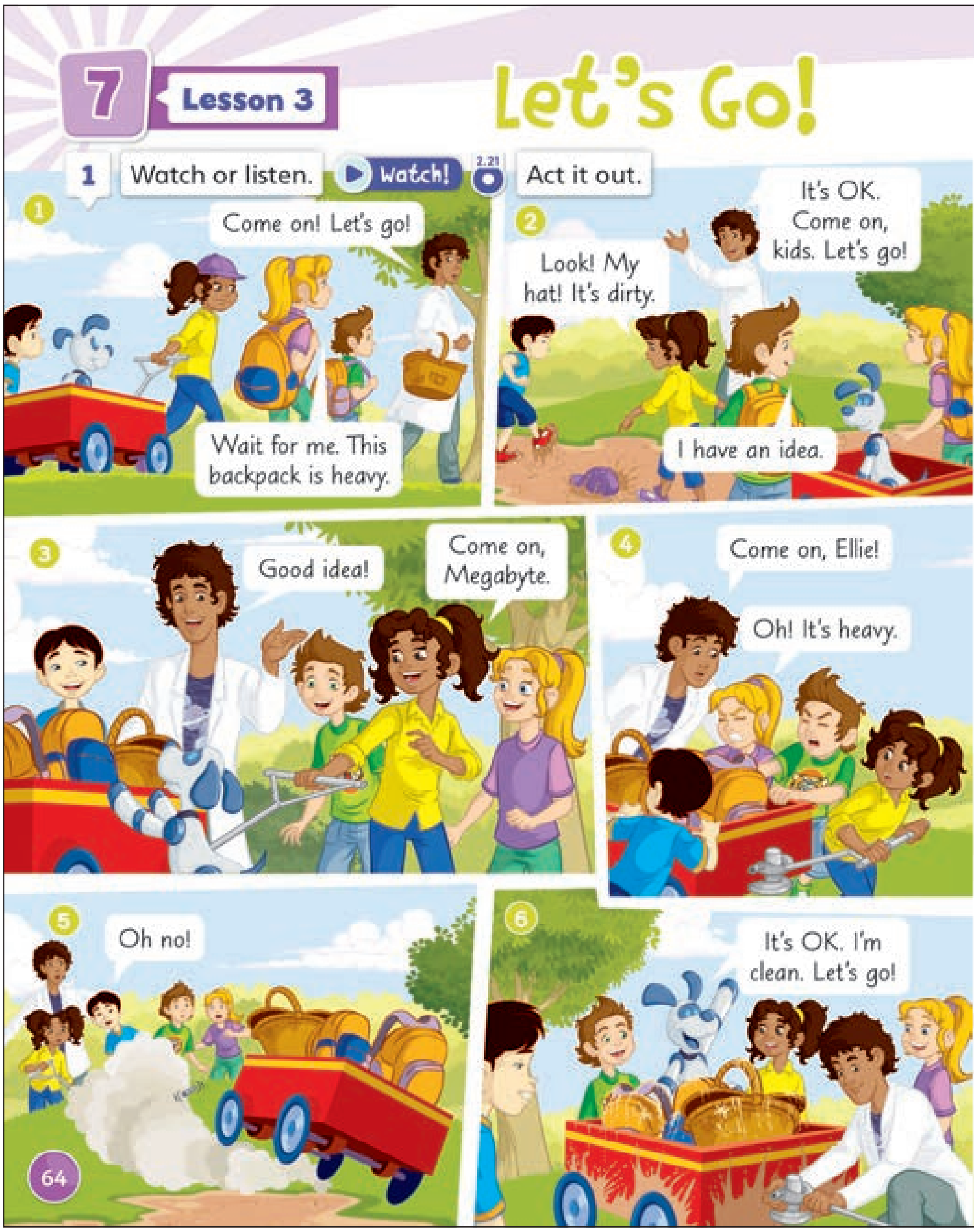
- Play the *Come and Play!* song from Unit 7 Lesson 2 (page 63) 2.20 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. 2•21 Act it out.

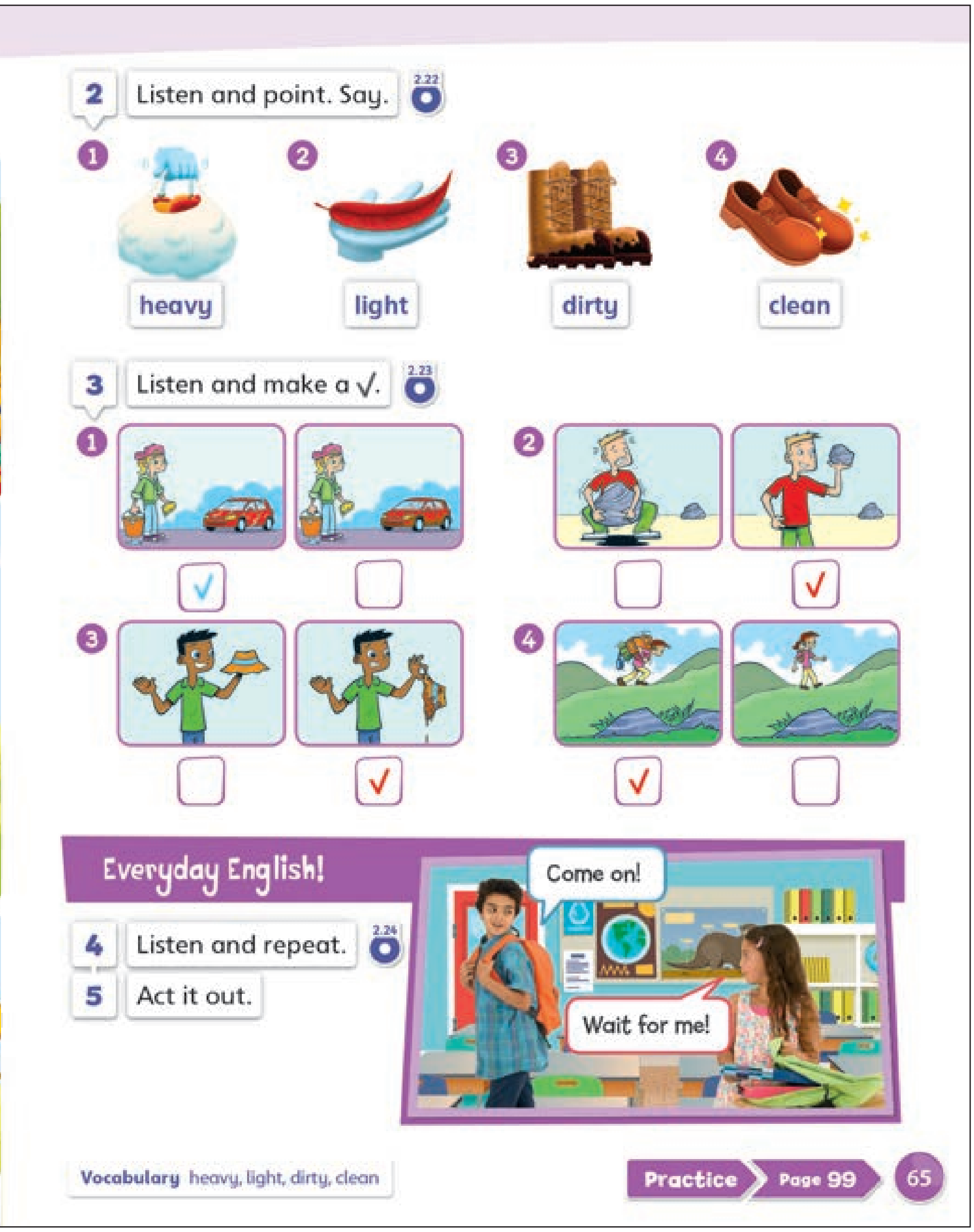
- Point to the first frame of the story and ask *Where are the students? (In the park).* Point to the wagon and ask *What's this?* Say *It's a wagon.* Ask *Where is Megabyte?* Elicit *In the wagon.*
- Play the recording. Encourage students to point to the correct pictures as they listen.
- Play the recording again. Pause to ask students questions about each frame: 1 *What does Uncle Alex say? (Come on! Let's go!) Is Ellie's backpack big or small? (Big.) Is she happy? (No.)* 2 *Where is Lucy's hat? (In the water.) Is she happy? (No.)* 3 *Jack has an idea - Where are the backpacks? (In the wagon.) Where is Megabyte? (Next to the wagon.) Is he happy? (No.)* 4 *Can they pull the wagon? (No, they can't.)* 5 *Why do they say 'Oh no'? (The wagon is rolling down the hill.) Can you see Megabyte? (No.)* 6 *Where is Megabyte? (In the wagon.) Is the wagon clean? (No, it isn't.) Is Megabyte clean? (Yes, he is!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

**Further practice**

**Workbook page 48**


7
Lesson 3
Let's Go!
1 Watch or listen.
Watch!
2.21
Act it out.
1
Come on! Let's go!
Wait for me. This backpack is heavy.
2
Look! My hat! It's dirty.
It's OK. Come on, kids. Let's go!
I have an idea.
3
Good idea!
Come on, Megabyte.
4
Come on, Ellie!
Oh! It's heavy.
5
Oh no!
6
It's OK. I'm clean. Let's go!
64

## Notes



**2** Listen and point. Say. 2.22

1 heavy
2 light
3 dirty
4 clean

**3** Listen and make a √. 2.23

1 ☑ ☐
2 ☐ ☑
3 ☐ ☑
4 ☑ ☐

Everyday English!

**4** Listen and repeat. 2.24

**5** Act it out.

**Vocabulary** heavy, light, dirty, clean

Practice Page 99

65

## 2 Listen and point. Say. 2•22

- Introduce the new words with the Megabyte puppet and the flashcards.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and say the words.
- Use Megabyte to hold up a flashcard and ask, e.g. *Is it (clean)?* Elicit *Yes, it is./ No, it isn't.*
- Ask students to find and point to the items in the story and say the words. Point to the wagon, Ellie's backpack, Lucy's hat, and Megabyte in different frames and ask *Is it (light/heavy/clean/ dirty)?*

### Transcript

heavy, light, dirty, clean
clean, light, dirty, heavy

## 3 Listen and make a ✓. 2•23

- Tell students to look at the pictures and elicit the objects (*car, rock, hat, backpack*). Point to each pair of pictures and elicit the adjectives, e.g. *That car is (dirty)*. Encourage the class to use *This* and *That*.
- Say *Listen and make a check*. Play the recording. Pause after the first item. Ask *Is it clean or dirty?* Elicit *Clean*. Point to the example ✓ in the answer box below the clean car.
- Play the remainder of the recording for students to ✓ the correct picture. Play the recording twice or pause after each item if necessary. Move around the class monitoring.
- Check answers by eliciting, e.g. *This rock is light*.

### Transcript

1 That car is clean.
2 This rock is light.
3 This hat is dirty.
4 That backpack is heavy.

**21ST CENTURY SKILLS**

**Information literacy**

Students listen to acquire information and interpret visual data.

## 4 Listen and repeat. 2•24

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Boy 3:** Come on!
**Girl 3:** Wait for me!

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Ask the class to stand in one long line, one behind the other, around the class. Stand at the front of the line and ask the class to walk in a line behind you. Say *Come on!* and encourage students to follow.
- Move to the back of the line and tell the student at the front to say *Come on!* As the class steps forward, shout and wave *Wait for me*! Repeat with the student at the front moving to the back of the line. Encourage students at the front to say *Come on!* and those at the back to shout *Wait for me!* Continue until each student has had a turn at the front of the line.
- Tell students they can use this exchange to tell people to hurry and to tell someone to wait for you.

## Finisher

- Play *Fast Flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions. Play as a team game.

### Further practice

**Extra Practice Student Book page 99**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 7 Lesson 3**
**Workbook page 49**

# Lesson 4 page 66

Classroom Presentation Tool

## Objectives

To present a CLIL concept (Math).

To practice the unit vocabulary and grammar through a CLIL concept.

## Language and structures

**Active:** *centimeter (cm), millimeter (mm), pencil, eraser, crayon, pen, ant, beetle, stick bug*

**Passive:** *ruler, measure, objects, big, small, long, short, heavy, light; How long is it? My (pencil) is (5) cm long.*

## Materials

Unit 7 flashcards, Unit 2 and 3 flashcards (*ant, beetle*); Class Audio CD 2; CLIL stickers; CLIL Worksheet Unit 7 Lesson 4; rulers

### Warmer

- Play *Missing numbers* to review numbers 1–10. See Ideas Bank (Teacher's Book page 141) for instructions.

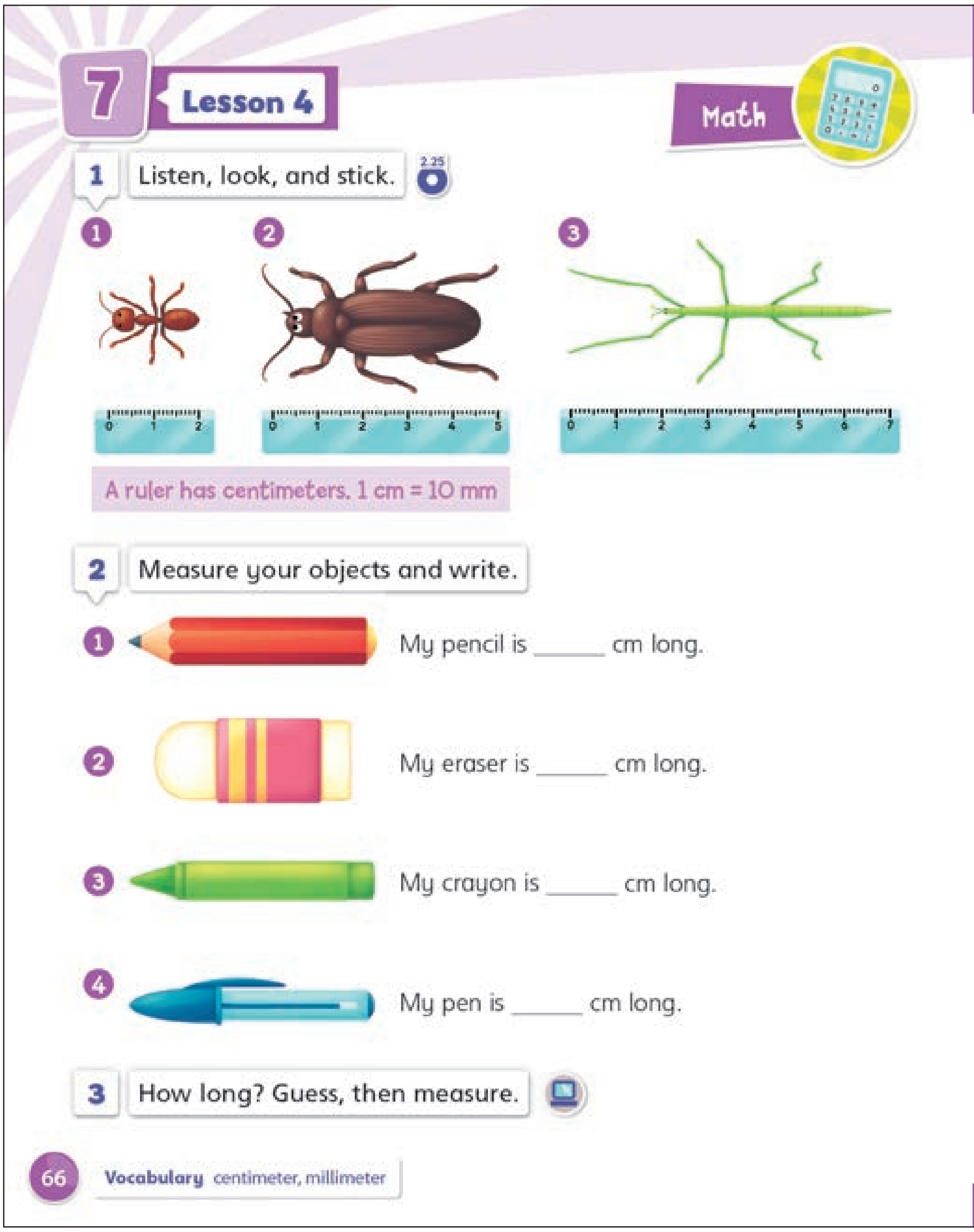
### 1 Listen, look, and stick. 2•25

- Books closed. Write *cm* and *mm* on the board. Hold up a ruler and say *A ruler has centimeters. One centimeter is ten millimeters.* Repeat the words *centimeter* and *millimeter* and point to the abbreviations on the board. Write *1 cm = 10 mm* on the board.
- Put the flashcards of an *ant* from Unit 2 and a *beetle* from Unit 3 on the board. Point to each and ask *Is it big or small?* Encourage students to guess the length of each insect. Encourage them to look at the ruler to estimate the size. Write a few guesses on the board.
- Books open. Ask students to turn to the CLIL stickers. Ask *What can you see?* Elicit the names of the insects.
- Ask students to get all four CLIL stickers ready. Say *Listen and stick your stickers on page 66.* Play the recording. Pause after each item to allow students time to place the stickers.
- Ask the class to look at the *ant* sticker and the ruler below it. Ask *How long is it?* Elicit *Two centimeters.* Repeat with the *beetle* and *stick bug.*
- Play the recording again. Ask students to listen and point to the correct stickers.
- Point to the classes' guesses on the board for the lengths of an *ant* and a *beetle* and ask *Is it correct?*

### Transcript

1 Look! An ant. How long is it? It's two centimeters long.

2 How long is the beetle? It's five centimeters long.



7 **Lesson 4** Math

**1** Listen, look, and stick. 2.25

① ② ③

A ruler has centimeters. 1 cm = 10 mm

**2** Measure your objects and write.

① My pencil is _____ cm long.

② My eraser is _____ cm long.

③ My crayon is _____ cm long.

④ My pen is _____ cm long.

**3** How long? Guess, then measure.

66 **Vocabulary** centimeter, millimeter

3 Wow! A stick bug. How long is it? It's seven centimeters long.

### 2 Measure your objects and write.

- Read the first sentence *My pencil is ___ cm long.* Hold up your pencil and ask *How long is it?* Measure it with your ruler and write the measurement on the board. Tell students that to give an answer with centimeters and millimeters in English we say, e.g. *7.8 cm (7 point 8).*
- Tell students they are going to measure their classroom objects and write the measurements in activity 2.
- Make sure each student or pair of students have a ruler. Then tell students to get a pencil, eraser, crayon, and pen ready to measure.
- Check answers by asking, e.g. *How long is your pencil? My pencil is (3.8) cm long.*

**21ST CENTURY SKILLS**

**Critical thinking and problem-solving**

Students make estimates and then take measurements to check them.

### 3 How long? Guess, then measure.

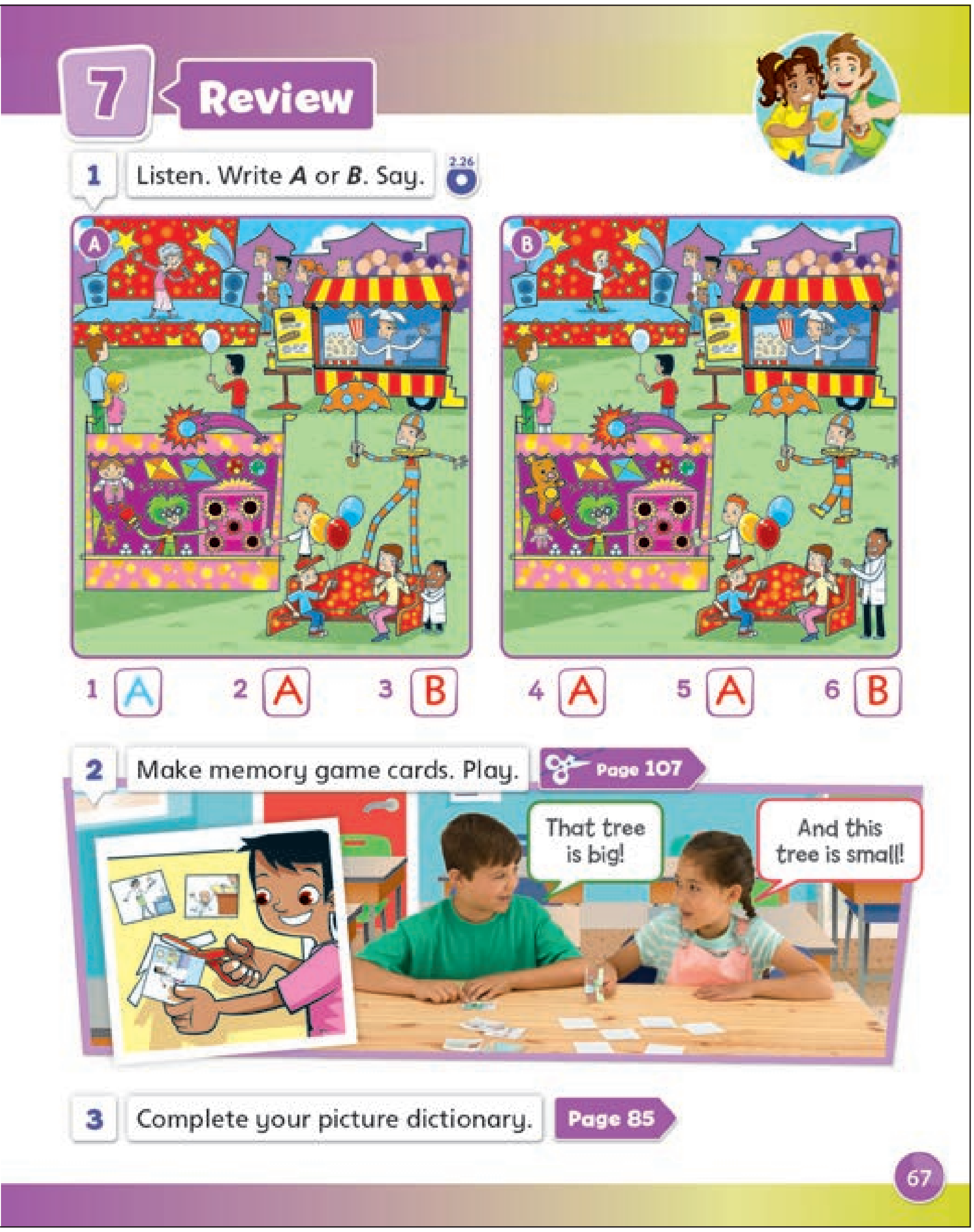
- Hand out CLIL worksheets. Point to the pictures and elicit the items.
- Ask students to guess the length of each item and write it (in cm) on their worksheet. Elicit some guesses from the class and write the measurements.
- Put students into pairs and tell them to measure the items and record the actual measurements. Students can ask and answer in pairs. *How long is your shoe? My shoe is 15 centimeters long.*
- Check answers as a class. Find out whose guesses were closest.

### Finisher

- Play *Memory game*. See Ideas Bank (Teacher's Book page 141) for instructions. Use classroom objects.

**Further practice**

**Workbook page 50**



7 Review

1 Listen. Write *A* or *B*. Say. 2.26

1 A 2 A 3 B 4 A 5 A 6 B

2 Make memory game cards. Play. Page 107

3 Complete your picture dictionary. Page 85

67

## Review page 67

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

### Language and structures

**Active:** *big, short, tall, small, old, young, heavy, light, dirty, clean, centimeter, millimeter; That (teacher) is (old). This (teacher) is (young).*

**Passive:** *a fair, memory game; Write A or B.*

### Materials

Units 1–7 flashcards; Class Audio CD 2; Craft worksheet Unit 7 Review; scissors, colored pens

### Warmer

- Play *Change places*. See Ideas Bank (Teacher's Book page 141) for instructions.

### 1 Listen. Write *A* or *B*. Say. 2•26

- Ask students to look at picture A. Ask *What can you see?* and elicit as many things in the picture as possible. Make sure you elicit the following items: *singer, doll, teddy, doctor, clown, chef.*
- Point to picture B and ask *What can you see?* Ask questions to elicit the unit adjectives, e.g. *Is the chef old? Is the clown short? Are the balloons heavy or light?*

**TEACHING TIP**

Do this part of the activity in pairs or as a whole class activity. If you do it in pairs, give students a time limit and ask them to write down as many things as they can for the two pictures. See which pair had the longest list.

- Say *Listen. Write A or B.* Play the recording, pausing after the first item. Repeat *The clown is tall.* and ask *Is it A or B? (A).* Point to the example answer in answer box number 1.
- Play the remainder of the recording for students to write *A* or *B*. Play the recording twice or pause after each item if necessary.
- Ask students to check their answers in pairs before checking as a class. Ask *What's number (2)? Is it A or B?*

### Transcript

1 The clown is tall.
2 The doctor is short.
3 The teddy is big.
4 The chef is young.
5 The singer is old.
6 The doll is small.

### 2 Make memory game cards. Play.

- Hand out Craft worksheets and tell students they are going to play a memory game.
- Students color and cut out the cards. Move around the class asking questions about their pictures, e.g. *What is it? What can you see? Is the chef (tall)? Is that dog (dirty)?* etc.
- When the class is ready, read the dialogue in the Student Book or invite two confident students to read it. Model the activity with a student. Choose one of your cards and say, e.g. *That teacher is old.* Encourage the student to find the other picture of a teacher and say *This teacher is young.* Make sure students understand which pictures use *this* and which use *that*.
- Put students into pairs or small groups. They take turns selecting a picture and using *This* or *That* to describe what they see. Their partner(s) must find the matching picture as quickly as they can and describe it.

**21ST CENTURY SKILLS**

**Critical thinking and problem-solving**
Students look at and collect data to find the answer to a problem.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 85 of their Student Books and look at the Picture Dictionary section for Unit 7.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class asking questions, e.g. *What's this? Is this (a dog) (big)?*

### Finisher

- Play *Odd one out*. See Ideas Bank (Teacher's Book page 140) for instructions. Review the language from any unit.

**Further practice**
**Unit 7 Test**
**Workbook page 51**

# Unit 8 Our Faces

## Lesson 1 pages 68–69

**Classroom Presentation Tool**

### Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from the previous unit.

### Language and structures

**Active:** *curly hair, straight hair, long hair, light hair, short hair, dark hair, tall*

**Passive:** *king*

### Materials

Units 7 and 8 flashcards; Class Audio CD 2; Megabyte puppet; Unit 8 Lesson 1 stickers

### Warmer

- Play *Little by little* with the Unit 7 flashcards to review descriptions. See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen and point. Say. 2•27

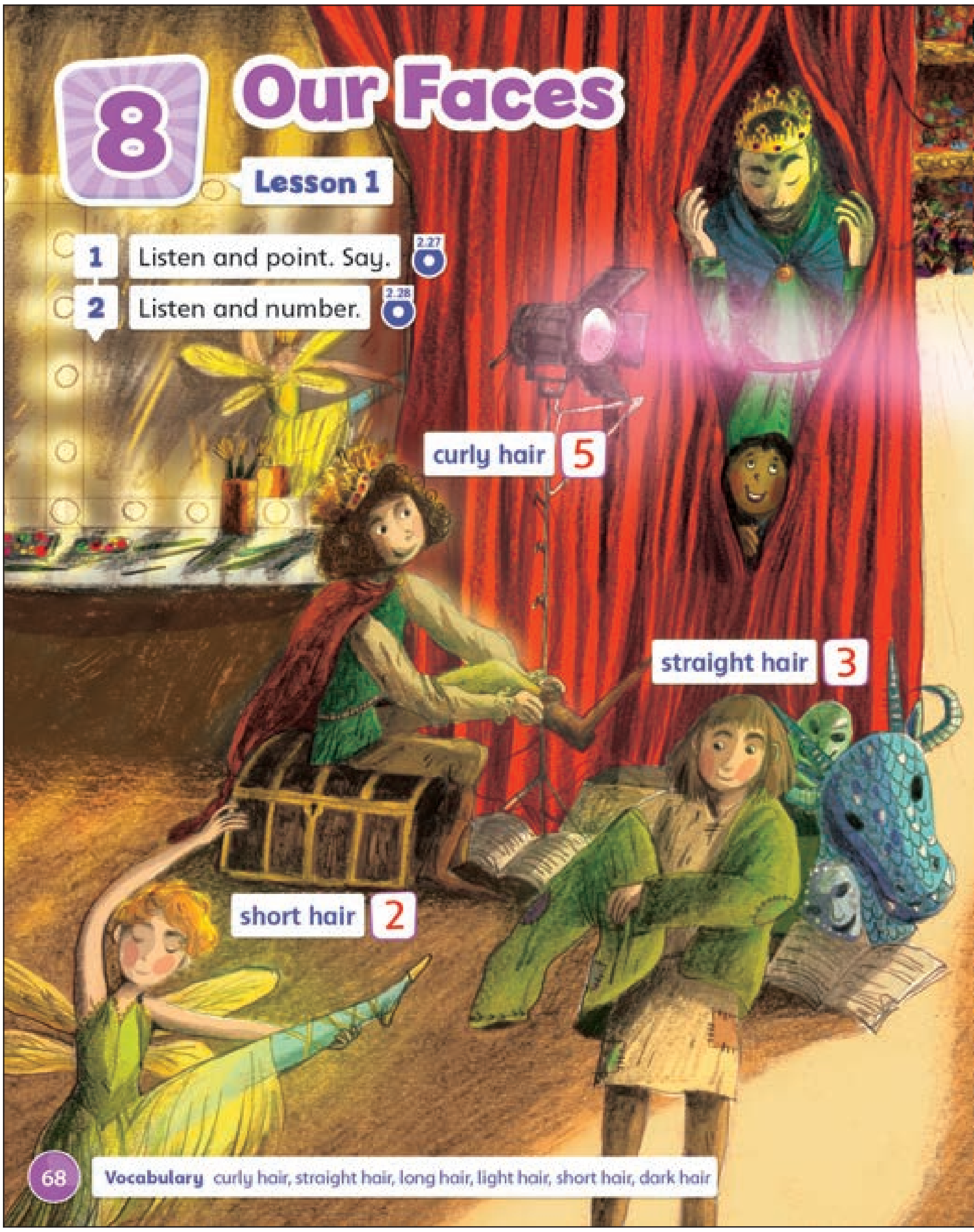
- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Place the flashcards on the board. Use Megabyte to point to the flashcards and say the words for the students to repeat.
- Books open. Ask students what Megabyte is showing them (*a theater, a play, actors*). Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

### Transcript

curly hair, straight hair, long hair, light hair, short hair, dark hair
dark hair, curly hair, short hair, long hair, light hair, straight hair

### 2 Listen and number. 2•28

- Point to the six answer boxes next to each item on pages 68–69. Say *Listen and number. Write 1, 2, 3, 4, 5, or 6.*
- Play the recording for students to listen and write the numbers. Play the recording twice or pause after each item, if necessary.
- Ask students to check their answers in pairs before checking together as a class. Ask, e.g. *What's number (1)? (Short) hair.*



8 Our Faces

Lesson 1

1 Listen and point. Say. 2.27

2 Listen and number. 2.28

68 **Vocabulary** curly hair, straight hair, long hair, light hair, short hair, dark hair

### Transcript

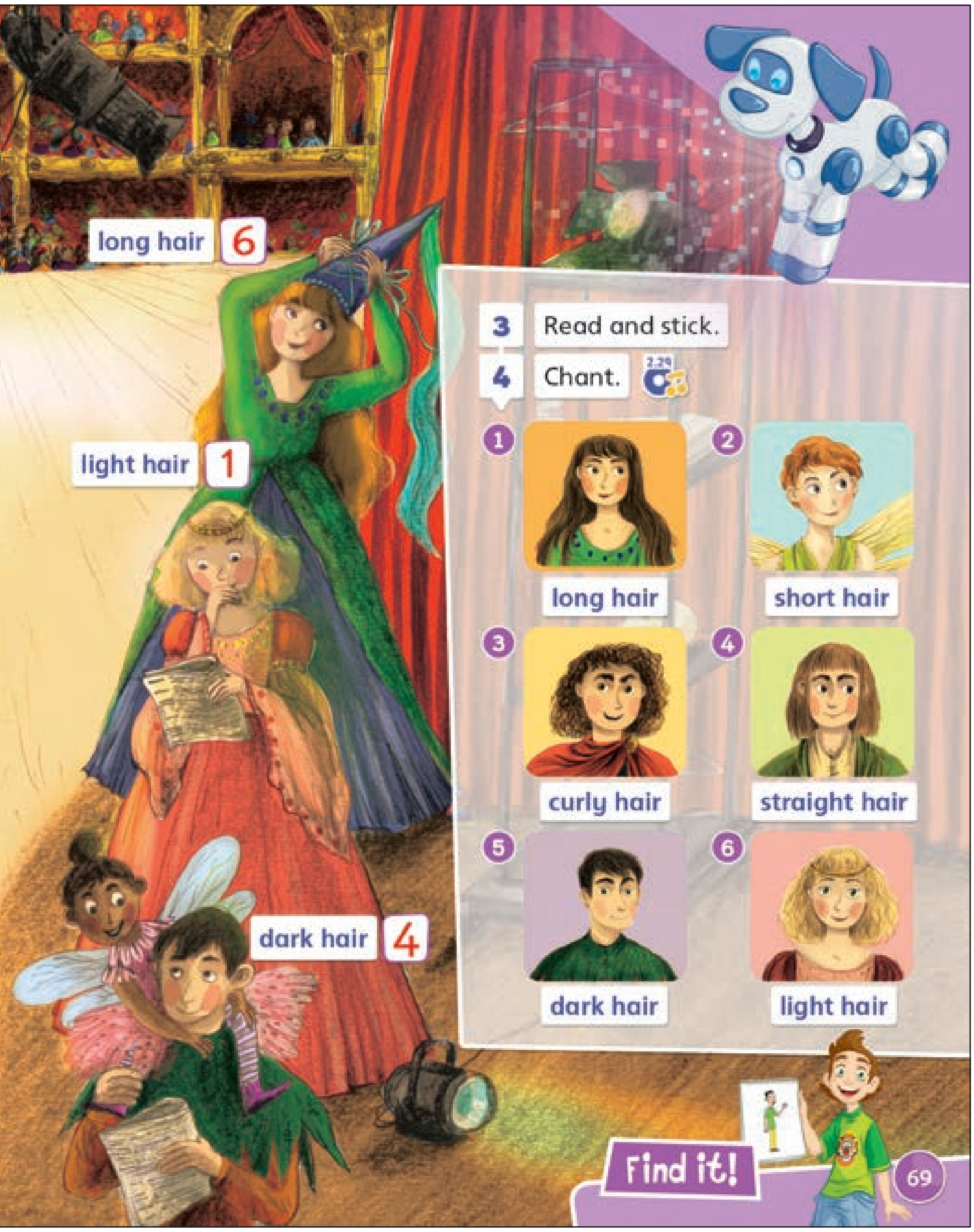
1 light hair
2 short hair
3 straight hair
4 dark hair
5 curly hair
6 long hair

21ST CENTURY SKILLS

**Communication**

Students identify and interpret concepts of physical appearance through listening to a recording.

### Notes



long hair 6

light hair 1

dark hair 4

3 Read and stick.

4 Chant. 2.29

1 long hair

2 short hair

3 curly hair

4 straight hair

5 dark hair

6 light hair

Find it!

69

### 3 Read and stick.

- Point to the sticker spaces on page 69 and say *Read the words*. Point to each word and read it aloud as a class. With a more confident class ask individual students to read the words aloud. The class listens and repeats.
- Ask students to turn to the stickers section in the Student Book. Say the words in random order and ask students to point to the correct stickers. Encourage students to say the words as they point to them.
- Say *Stick your stickers on page 69.* Students place the stickers in the correct spaces.
- Write the numbers 1–6 on the board. Check answers by saying, e.g. *Number 1 long hair* and inviting a student to come and place the correct flashcard on the board next to number 1.

### 4 Chant. 2•29

- Play the chant once for students to listen and point to the stickers.
- Play the chant again and encourage students to join in and point to the stickers or the flashcards.
- Play the chant once more. Ask students to stand or raise their hand when the chant mentions the type of hair they have.

### Chant

long hair, long hair, long hair
short hair, short hair, short hair
curly hair, curly hair, curly hair
straight hair, straight hair, straight hair
dark hair, dark hair, dark hair
light hair, light hair, light hair

### Find it!

- Point to Jack's drawing pad and ask students *Is he short?* Elicit *No, he isn't. He's tall.* Say *Find the tall boy in the picture.* (He's the king standing in the curtains on page 68.)
- Tell students to turn to the Picture Dictionary for Unit 8 (Student Book page 85) and find the tall boy. Elicit what color clothing the tall boy is wearing in the main picture on page 68 (*green and blue*). Ask students to color the tall boy in the Picture Dictionary the same colors.

### Finisher

- Play *Fast flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions. Use the Unit 7 and Unit 8 Lesson 1 flashcards.

EXTRA VOCABULARY

theater
play
stage
curtains
mirror
lights
costumes
audience
king
fairy

**Further practice**

**CD-ROM: Vocabulary Worksheet Unit 8 Lesson 1**
**Workbook page 52**

### Notes

# Lesson 2 pages 70-71

Classroom Presentation Tool

## Objectives

- To present a new grammar structure.
- To practice the new grammar structure with the lesson 1 vocabulary.
- To sing a song using the lesson 1 vocabulary and the new grammar.
- To do a personalization activity that involves a simple craft activity.

## Language and structures

**Active:** *She/He has (light) hair, She/He doesn't have (dark) hair; curly hair, straight hair, long hair, light hair, short hair, dark hair*

**Passive:** *What hair does she/he have? Who is number (1)?; my favorite singer in the band; collage*

## Materials

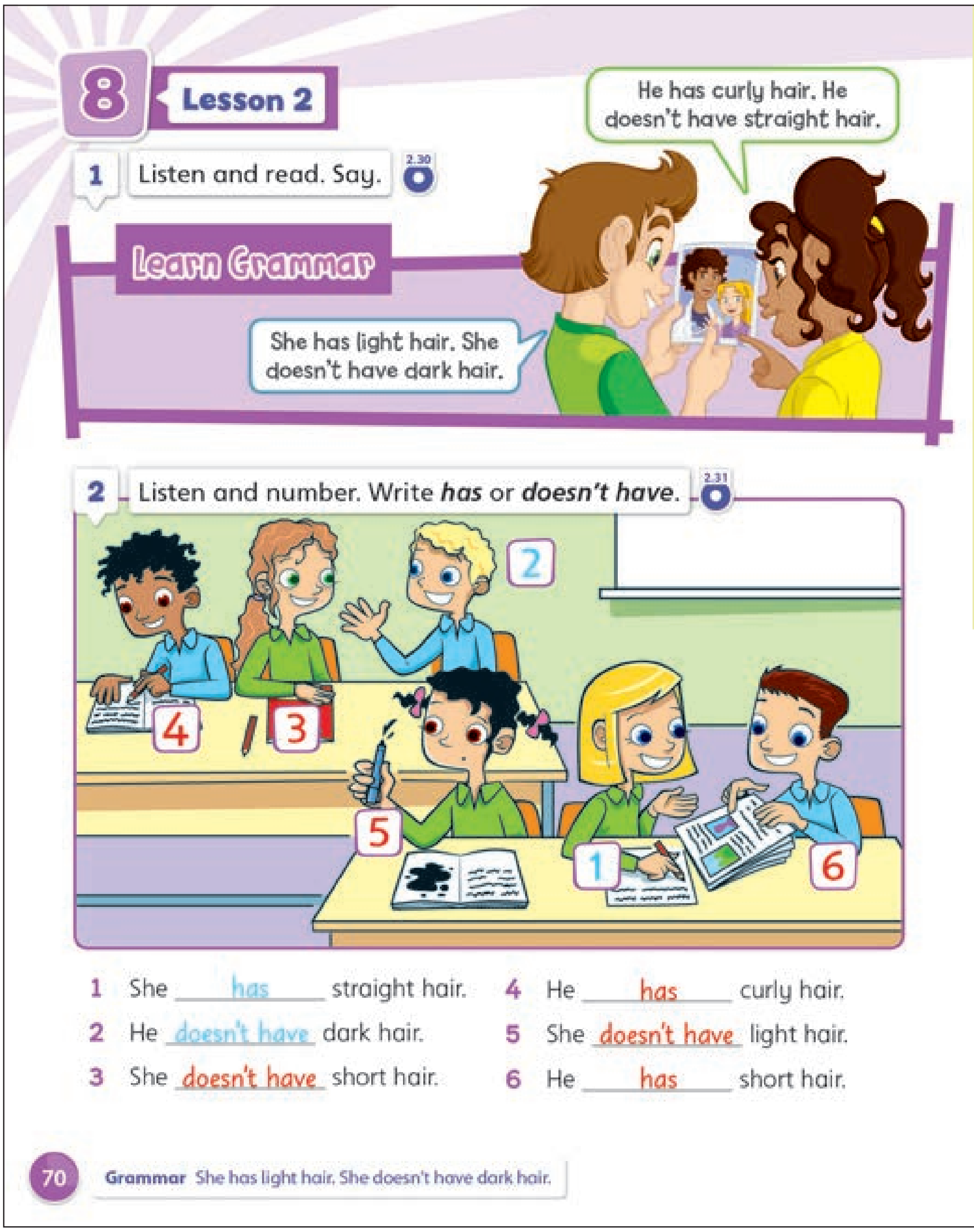
Unit 8 flashcards, flashcards of Lucy and Jack; Class Audio CD 2; Craft worksheets Unit 8 Lesson 2; scissors, glue, magazines or comics

### Warmer

- Play the chant from Unit 8 Lesson 1 page 69 2.29 for students to listen and join in.
- Hand out the flashcards to pairs of students and ask them to point to the correct picture as they say the chant.

### 1 Listen and read. Say. 2•30

- Point to the photo Lucy and Jack are looking at and ask *Who can you see?* Elicit *Uncle Jack* and *Ellie.*
- Play the recording for students to listen and read. Then play it again and encourage students to repeat the grammar structure.
- Remind students that we use *He* for a boy and *She* for a girl. Put the flashcard of Lucy on the board and say *She has dark hair*. Elicit some other sentences about her from the class, e.g. *She has long hair. She has curly hair*. Write them on the board.
- Then say *She doesn't have light hair* and shake your head. Elicit other negative sentences from the class, e.g. *She doesn't have short hair. She doesn't have straight hair*. Write them on the board. Repeat, focusing on Jack and correct the sentences on the board.
- Ask three or four confident students to come to the front of the class. Make sure they have different types of hair. Elicit sentences describing what hair they have or don't have.



8 Lesson 2

1 Listen and read. Say. 2.30

Learn Grammar

She has light hair. She doesn't have dark hair.

He has curly hair. He doesn't have straight hair.

2 Listen and number. Write **has** or **doesn't have**. 2.31

1 She has straight hair.
2 He doesn't have dark hair.
3 She doesn't have short hair.
4 He has curly hair.
5 She doesn't have light hair.
6 He has short hair.

70 **Grammar** She has light hair. She doesn't have dark hair.

### Transcript

**Jack:** She has light hair. She doesn't have dark hair.
**Lucy:** He has curly hair. He doesn't have straight hair.

**21ST CENTURY SKILLS**

**Information literacy**

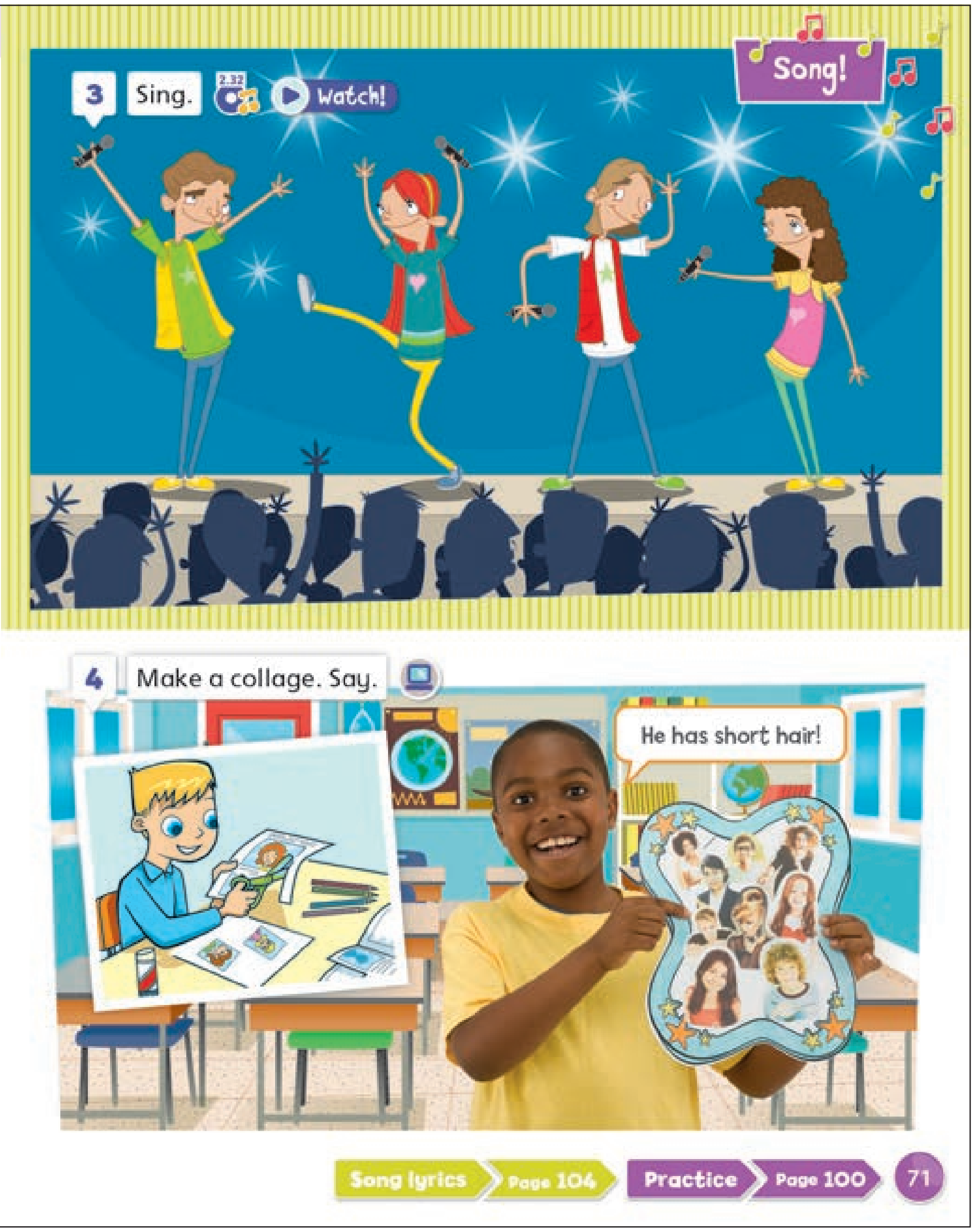
Students identify the relationship between affirmative and negative statements.

### 2 Listen and number. Write *has* or *doesn't have*. 2•31

- Tell students to look at the picture. Point to each child in turn and elicit descriptions of his/her hair.
- Say *Listen and number*. Play the recording, pausing after the first item. Ask *Who is number 1?* Point to the example answer in the answer box next to the girl with blonde hair.
- Continue the recording, pausing after the second item. Ask *Who is number 2?* Check that the class is pointing to example answer number 2.
- Play the remainder of the recording for students to write the numbers. Play the recording twice or pause after each item, if necessary.
- Write *She ____ straight hair.* on the board. Point to the girl with a number 1 in the answer box. Write *has* and *doesn't have* on the board and elicit the correct answer.
- Students complete the remaining sentences. Allow them to check in pairs before checking together as a class.

### Transcript

1 She has straight hair. She doesn't have curly hair.
2 He has light hair. He doesn't have dark hair.
3 She has long hair. She doesn't have short hair.
4 He has curly hair. He doesn't have straight hair.
5 She has dark hair. She doesn't have light hair.



3 Sing. 2.32 Watch!

Song!

4 Make a collage. Say.

Song lyrics Page 104 Practice Page 100 71

6 He has short hair. He doesn't have long hair.

### 3 Sing. 2•32

- Play the *My Favorite Singer* song once for students to listen. Encourage them to point to the correct singer in the picture after each verse.
- Play the song again. Model actions or create them with the class, e.g. cutting hair short; wagging a finger for *She/He doesn't have; stroking very long hair; making spirals for curly hair.*

### My Favorite Singer Song

He has light hair
He has short hair.
Short, short ... short hair!
He doesn't have long hair. Oh no!

*My favorite singer! My favorite singer!*
*My favorite singer in the band!*

She has dark hair.
She has long hair.
Long, long ... long hair!
She doesn't have short hair. Oh no!

*My favorite singer! My favorite singer!*
*My favorite singer in the band!*
He has light hair
He has straight hair.

Straight, straight ... straight hair!
He doesn't have curly hair. Oh no!

*My favorite singer! My favorite singer!*
*My favorite singer in the band!*

She has dark hair.
She has curly hair.
Curly, curly, curly hair!
She doesn't have straight hair. Oh no!

*My favorite singer! My favorite singer!*
*My favorite singer in the band!*

### 4 Make a collage. Say.

- Hand out Craft worksheets and tell the class they are going to make a collage of different faces. Ask students what materials they think they will need (scissors, glue, magazines and comics).
- Students cut out pictures of people with different hair types and stick them onto the template to make a colorful collage.
- Put students into pairs. They take turns talking about their collages, e.g. *This is my favorite singer. He has short hair. He has dark hair. He doesn't have light hair.* Move around the class, offering help if necessary and giving praise.

### Finisher

- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

### Further practice

**Extra Practice Student Book page 100**
**Workbook page 53**

### Notes

# Lesson 3 pages 72–73

Classroom Presentation Tool

## Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from lesson 2.

To practice a short Everyday English role play taken from the story.

## Language and structures

**Active:** *(blue/brown) eyes, glasses, freckles, braces; You look great! Thank you! She/He has (light) hair, She/He doesn't have (dark) hair; curly hair, straight hair, long hair, light hair, short hair, dark hair*

**Passive:** *Who's that? That's (Michael). Over there. She/He looks great! Come back! robot, band*

## Materials

Unit 8 flashcards; Class Audio CD 2; Megabyte puppet

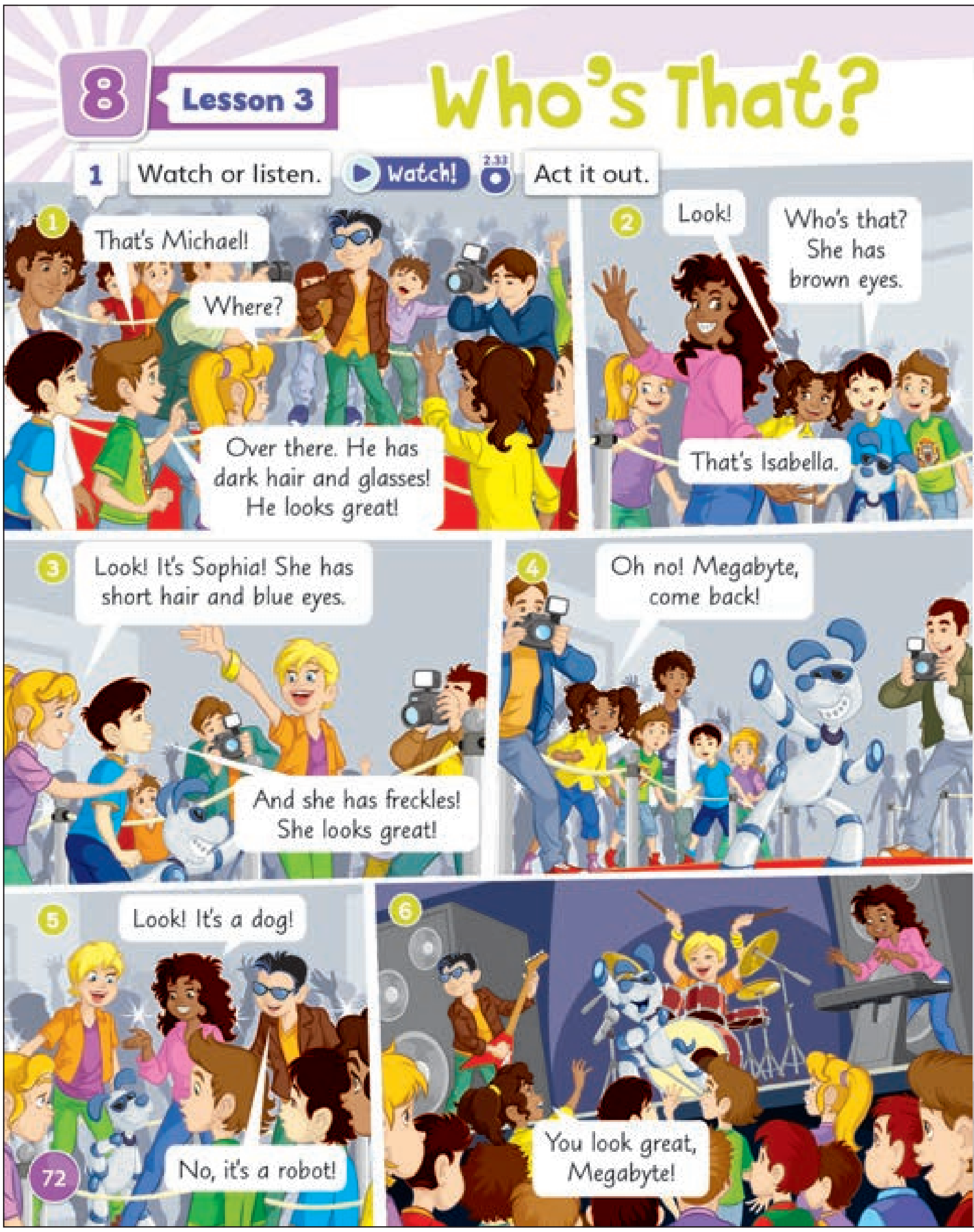
### Warmer

- Play the *My Favorite Singer* song from Unit 8 Lesson 2 page 71 2.32 for students to listen and join in if possible.
- Encourage students to do the actions as they sing the song.

### 1 Watch or listen. 2•33 Act it out.

- Point to the first frame of the story and ask *Who can you see in the picture?* Elicit *Uncle Alex*, *Sam*, *Jack*, *Ellie*, and *Lucy*. Point to the man in the brown jacket and ask *Who is he?* Don't confirm any answers yet.
- Play the recording. Encourage students to point to the correct pictures as they listen. Ask again about the man in the brown jacket *Who is he? (He's a pop star in a band).*
- Play the recording again. Pause to ask students questions about each frame: 1 *Where are the children? (At a pop concert.) Are they happy to see Michael? (Yes) Why are people taking photos of Michael? (He's famous.)* 2 *Who is the woman? (Isabella.) Does she have short hair? (No. She has long hair.)* 3 *Who is this woman? (Sophia.) Can you describe her hair? (She has short hair/She has light hair.)* 4 *Where is Megabyte? (Posing for the photographers.)* 5 *Do Michael, Isabella, and Sophia like Megabyte? (Yes!)* 6 *Now where is Megabyte? (With the band on stage!)*
- Divide the class into groups to act out the story. Allow students time to practice in their groups. Then invite groups to act out the story for the class.

**Further practice**
Workbook page 54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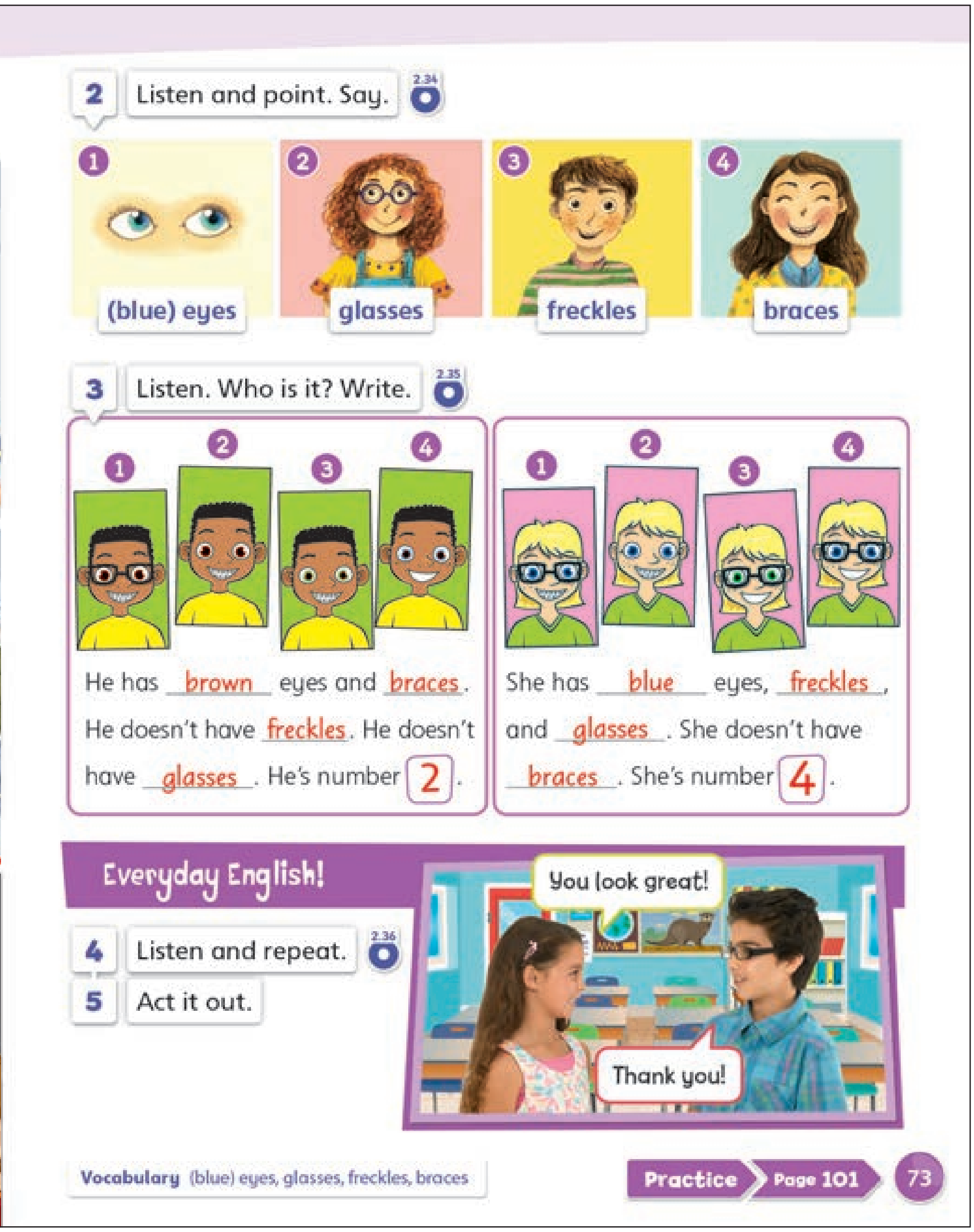
Lesson 3
Who's That?
1 Watch or listen.
Watch!
2.33
Act it out.
1
That's Michael!
Where?
Over there. He has dark hair and glasses! He looks great!
2
Look!
Who's that? She has brown eyes.
That's Isabella.
3
Look! It's Sophia! She has short hair and blue eyes.
And she has freckles! She looks great!
4
Oh no! Megabyte, come back!
5
Look! It's a dog!
No, it's a robot!
6
You look great, Megabyte!
72

### Notes



**2** Listen and point. Say. 2.34

1 (blue) eyes
2 glasses
3 freckles
4 braces

**3** Listen. Who is it? Write. 2.35

He has brown eyes and braces. He doesn't have freckles. He doesn't have glasses. He's number 2.

She has blue eyes, freckles, and glasses. She doesn't have braces. She's number 4.

Everyday English!

**4** Listen and repeat. 2.36

**5** Act it out.

You look great!

Thank you!

**Vocabulary** (blue) eyes, glasses, freckles, braces

Practice Page 101

73

## 2 Listen and point. Say. 2•34

- Introduce the new words with the Megabyte puppet and the flashcards. Use Megabyte to point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and say the words.
- Elicit different eye colors. Look at the story again and point to the members of the band. Ask *Who has (brown) eyes?* and elicit the correct member of the band. Repeat using the new words. Ask students to describe Michael, Isabella, Sophia, and Megabyte.

### Transcript

blue eyes, glasses, freckles, braces
glasses, braces, blue eyes, freckles

### Extension activity

With a more confident class, invite students to describe a classmate. Remind them they can describe the clothes they are wearing and the color of their hair, eyes, clothes, etc.

## 3 Listen. Who is it? Write. 2•35

- Point to the four pictures of the boy. Ask the class to describe him in each picture.
- Say *Listen. Which picture is correct?* Play the recording, pausing after the description of the boy. Elicit *picture number 2.* Tell students to write the number in the answer box below the pictures. Repeat with the second set of pictures of the girl.
- Point to the text below the pictures of the boy. Explain that students should use the correct picture of the boy to complete the information.
- Students complete the two texts. With a less confident class, allow students to work in pairs.
- Check answers by playing the recording again and pausing after each sentence.

### Transcript

**Boy 1:** He has brown eyes and braces. He doesn't have freckles. He doesn't have glasses. He's number ...
**Girl 1:** She has blue eyes, freckles, and glasses. She doesn't have braces. She's number ...

21ST CENTURY SKILLS

**Information literacy**

Students acquire and assess information through listening to a recording and interpret visual and written information.

## 4 Listen and repeat. 2•36

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

### Transcript

**Girl 3:** You look great!
**Boy 3:** Thank you!

## 5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Play some music and ask students to stand and move around the room. Pause the music. Tell students to turn to the student closest to them and repeat the exchange. Encourage them to act it out. Play the music again and repeat several times.
- Tell students they can use this exchange to tell people they look nice and to respond when someone compliments you.

## Finisher

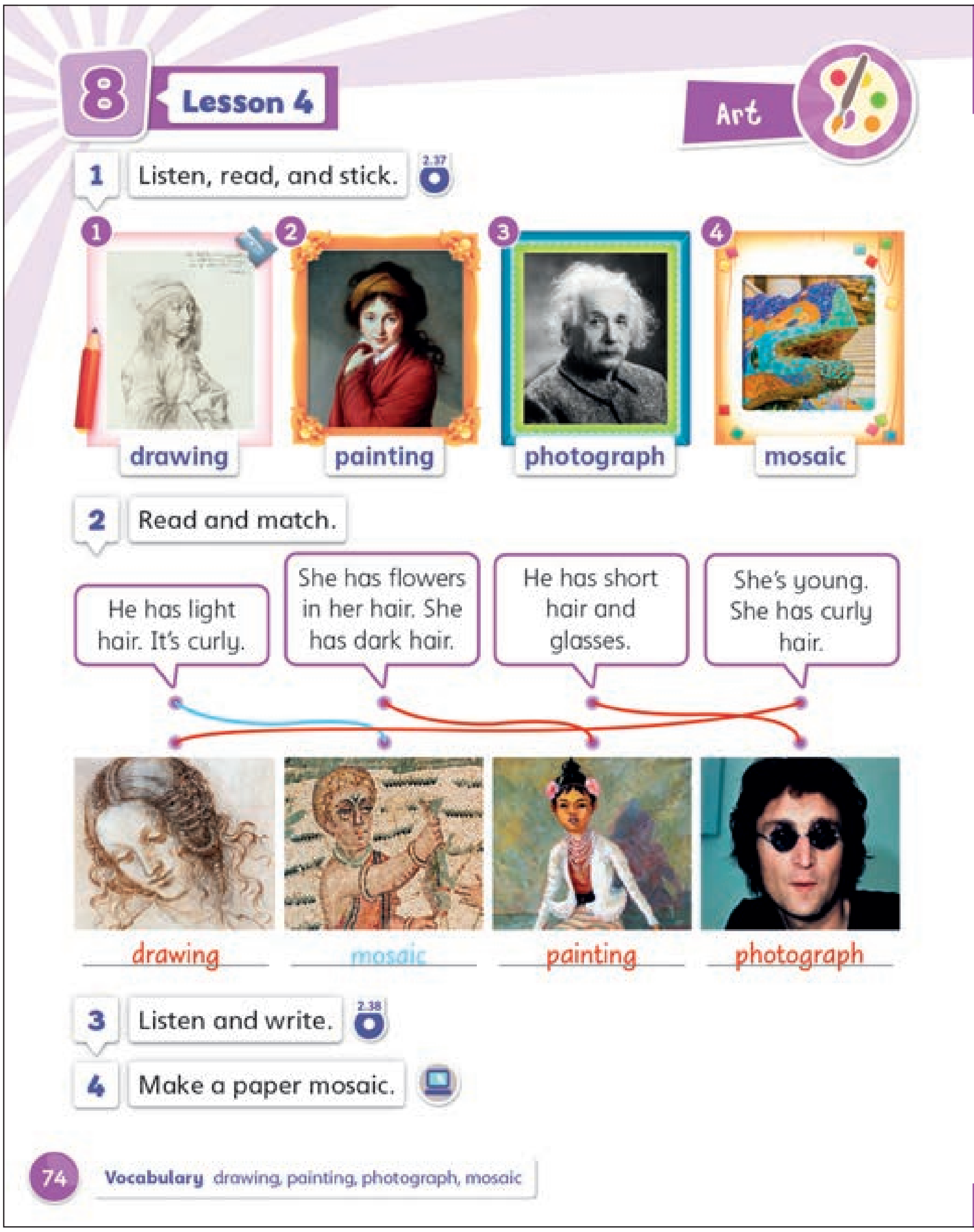
- Play *What card is missing?* See Ideas Bank (Teacher's Book page 140) for instructions. Play as a team game.

### Further practice

**Extra Practice Student Book page 101**
**CD-ROM: Vocabulary and Grammar Worksheet Unit 8 Lesson 3**
**Workbook page 55**

# Lesson 4 page 74

## Classroom Presentation Tool



8 Lesson 4

Art

1 Listen, read, and stick. 2.37

1 drawing

2 painting

3 photograph

4 mosaic

2 Read and match.

He has light hair. It's curly.

She has flowers in her hair. She has dark hair.

He has short hair and glasses.

She's young. She has curly hair.

drawing

mosaic

painting

photograph

3 Listen and write. 2.38

4 Make a paper mosaic.

74 **Vocabulary** drawing, painting, photograph, mosaic

### Objectives

To present a CLIL concept (Art).

To practice the unit vocabulary and grammar through a CLIL concept.

### Language and structures

**Active:** *drawing, painting, photograph, mosaic; She/He has (light) hair, She/He doesn't have (dark) hair; curly hair, straight hair, long hair, light hair, short hair, dark hair*

**Passive:** *Which picture is it? paper mosaic; This is a (mosaic)*

### Materials

Units 1–8 flashcards; Class Audio CD 2; CLIL stickers; CLIL Worksheet Unit 8 Lesson 4; magazines, colored paper, scissors, glue

### Warmer

- Play *Guess the Flashcard.* See Ideas Bank (Teacher's Book page 140) for instructions.

### 1 Listen, read, and stick. 2•37

- Ask students to turn to the CLIL stickers. Ask students to describe the people and the animal on the stickers.
- Ask students to get all four CLIL stickers ready. Say *Listen and stick your stickers on page 74*. Play the recording. Pause to allow students to place the stickers in the correct spaces.
- Play the recording again for students to listen and point to the stickers. Say the words in a random order and ask students to point to the correct stickers.

### Transcript

1 This is a drawing.
2 This is a painting.
3 This is a photograph.
4 This is a mosaic.

### 2 Read and match.

- Invite a confident student to read the first description in the speech bubble. Ask *Which picture is it?* Elicit the answer (picture 2). Trace a line from the speech bubble to the picture.
- Check that students are matching only.
- Check answers by pointing to each picture and asking the class to read the description of the person.

### 3 Listen and write. 2•38

- Tell students to look at the four pictures in activity 2 again. Point to the written example answer and invite a student to read the word. Say *This is a mosaic*. Ask them what type of art they think the other three are. Don't confirm any answers yet.
- Say *Listen and write*. Play the recording. Refer students to the spelling of the words in activity 1.

### Transcript

1 He has light hair. It's curly. This is a mosaic.
2 She has flowers in her hair. She has dark hair. This is a painting.
3 He has short hair and glasses. This is a photograph.
4 She's young. She has curly hair. This is a drawing.

### 4 Make a paper mosaic.

- Look at the mosaic in the Student Book together. Talk about the way the artist has used shapes or blocks of colored tiles for, e.g. the person's hair and features.
- Hand out CLIL worksheets and tell the class they are going to make a paper mosaic.
- Tell students to choose a person (a friend, family member, or a favorite singer) to make a mosaic of. Tell them to think about what that person looks like and what colors they will need.
- Give students time to work on their mosaics. While they are working, walk around and ask about the pictures, e.g. *What color hair does (she/he) have? Does she/he have (blue) eyes?*
- When the class have finished their mosaics, put them into pairs to describe them.

**21ST CENTURY SKILLS**

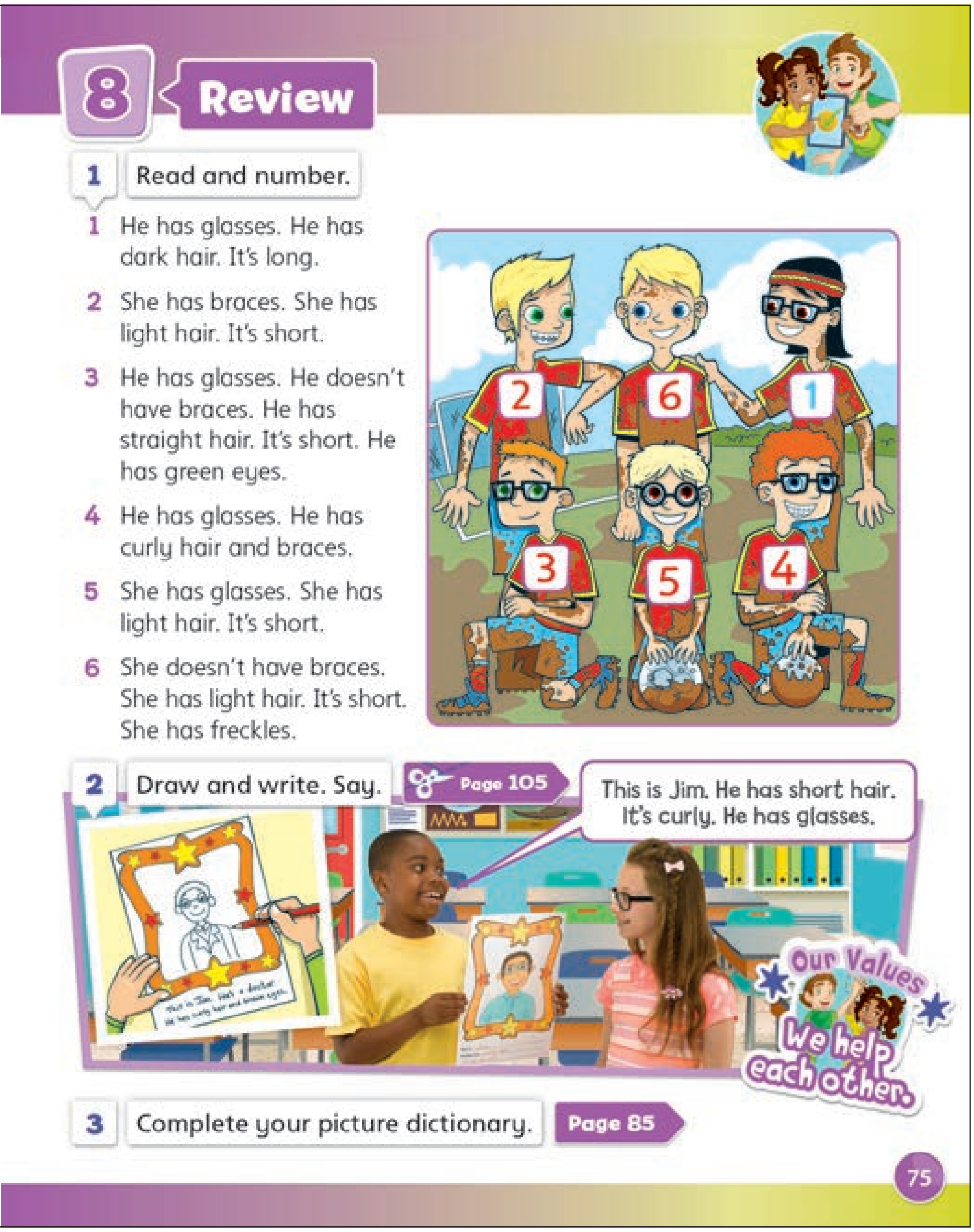
**Creativity and innovation**

Students learn to express their ideas through art.

### Finisher

- Play *Four in a row*. See Ideas Bank (Teacher's Book page 141) for instructions. Use the Unit 1–8 flashcards.

**Further practice**
**Workbook page 56**



**8 Review**

**1** Read and number.

1 He has glasses. He has dark hair. It's long.

2 She has braces. She has light hair. It's short.

3 He has glasses. He doesn't have braces. He has straight hair. It's short. He has green eyes.

4 He has glasses. He has curly hair and braces.

5 She has glasses. She has light hair. It's short.

6 She doesn't have braces. She has light hair. It's short. She has freckles.

**2** Draw and write. Say. Page 105

This is Jim. He has short hair. It's curly. He has glasses.

**3** Complete your picture dictionary. Page 85

75

## Review page 75

**Classroom Presentation Tool**

### Objectives

To review the linguistic content of the unit.

To talk about a value.

### Language and structures

**Active:** *curly hair, straight hair, long hair, light hair, short hair, dark hair, (blue) eyes, glasses, freckles, braces; She has (light) hair. He doesn't have (glasses).*

**Passive:** *We help each other. What does she/he have? Is she/he a (doctor)? What color hair does she/he have?*

### Materials

Units 1–8 flashcards; Class Audio CD 2; Craft worksheet Unit 8 Review, colored pens, a pencil; *Our Values* sticker

### Warmer

- Play *Musical flashcards.* See Ideas Bank (Teacher's Book page 141) for instructions.

### 1 Read and number.

- Point to the picture of the soccer team. Choose one of the players and describe them. Ask the class to guess who it is.
- Put students into pairs and tell them to take turns describing one of the team for their partner. Move around the class monitoring and giving praise.
- Read out the first sentence. Ask *Who is it?* Ask students to point and check with their partner. Point to the example number 1 in the answer box.
- Say *Read and number.*

### 2 Draw and write. Say.

- Point to the photo in the Student Book and ask what the child on the left has (a picture of a person). Read the speech bubble.
- Hand out Craft worksheets and tell the class they are going to draw a picture of someone they know (a friend, a family member, a famous person) and write about them.
- Students draw and color their picture. Students complete the sentences on the worksheet.
- Ask students questions about their pictures, e.g. *Who is it? What color hair does she/he have? Is she/he a (doctor)? Does she/he have (glasses)?*
- Put students into small groups to have a show and tell session. Ask them to take turns describing their person to the rest of the group, e.g. *This is (Robert). He has short hair. He has freckles.*

**TEACHING TIP**

Put the pictures together where everyone can see them (hide the written descriptions). Invite a student to describe their picture. The rest of the group decides which picture it is.

### Our Values

- Show the class the space for the *Our Values* sticker. Read out the value (*We help each other*). Ask the class why it's important to help each other and what they do to help others. Listen to students' ideas and praise them.
- Ask the class if they helped each other today. Remind students they can help others when they find a difficult activity in class and that others will help them too.
- Congratulate students and award them with the values sticker. They stick the sticker in the space on page 75.

**21ST CENTURY SKILLS**

**Collaboration and participation**

Students interact in a group and learn to understand different points of view.

### 3 Complete your Picture Dictionary.

- Tell students to turn to page 85 of their Student Books and look at the Picture Dictionary section for Unit 8.
- Point to each of the pictures and ask students to say the words in English.
- Students write the words in English on the writing lines below each picture.
- Move around the class asking questions, e.g. *What does she/he have?*
- Students can then color the items.

### Finisher

- Play *Picture Bingo!* See Ideas Bank (Teacher's Book page 141) for instructions. Choose vocabulary from specific units that you want to review.

**Further practice**

Unit 8 Test

Workbook pages 57–59

# Culture 4
# Madame Tussauds

pages 76–77

**Classroom Presentation Tool**

## Objectives

To present and practice four new words related to culture.

To review the linguistic content of Units 7 and 8.

## Language and structures

**Active:** *sculpture, tourists, famous, photo, short, curly, brown, dark*

**Passive:** *listen, point, say, read, look, number; Who do you want to see at Madame Tussauds?*

## Materials

Class Audio CD 2; colored pens, a pencil, Unit 8 flashcards, a ball, a Madame Tussauds picture, pictures of famous people

### Warmer

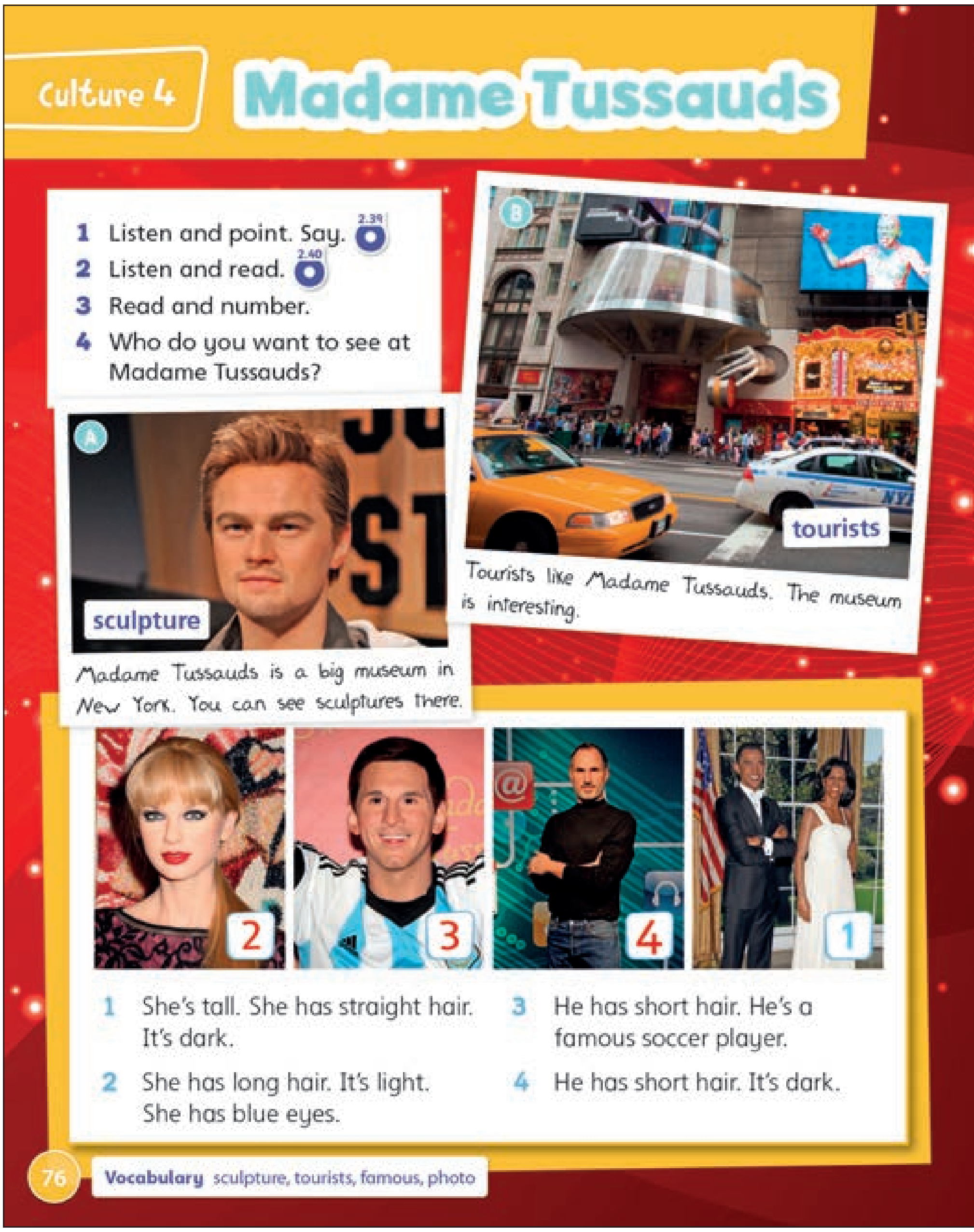
- Play *Hit the card*. See Ideas Bank (Teacher's Book page 140) for instructions. Use Unit 8 flashcards to review vocabulary. Use a rolled-up piece of paper or your *Megabyte* puppet if you don't have a ball.
- Bring a picture of a sculpture of a person students will know from Madame Tussauds to class. Ask *Who is it? Is she/he real? What is it made from?* Tell the class this is a sculpture from Madame Tussauds in New York, USA.

### 1 Listen and point. Say. 2•39

- Read the words with the pictures A, B, C, and D on pages 76 and 77 aloud to the class. Ask the class to listen to you and point to the correct picture. Ask the class to read the words aloud.
- Say a word and ask students to point to the correct picture. Start off slowly, then get faster and faster.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.
- Ask students who the famous people in the pictures are (Leonardo DiCaprio, Jennifer Lopez, Johnny Depp as Captain Jack Sparrow).

### Transcript

sculpture, tourists, famous, photo
famous, sculpture, photo, tourists



Culture 4 Madame Tussauds

1 Listen and point. Say. 2.39
2 Listen and read. 2.40
3 Read and number.
4 Who do you want to see at Madame Tussauds?

A sculpture

Madame Tussauds is a big museum in New York. You can see sculptures there.

B tourists

Tourists like Madame Tussauds. The museum is interesting.

1 She's tall. She has straight hair. It's dark.
2 She has long hair. It's light. She has blue eyes.
3 He has short hair. He's a famous soccer player.
4 He has short hair. It's dark.

76 **Vocabulary** sculpture, tourists, famous, photo

### Extension activity

In a less confident class, put students into pairs. Ask them to take turns saying a word pictured on pages 76 and 77 for their partner to listen, point to, and repeat.

### 2 Listen and read. 2•40

- Ask students to look at the pictures on pages 76 and 77. Ask *What can you see?* Elicit Culture 4 vocabulary.
- Books closed. Tell students to listen to the recording and shout out the Culture 4 vocabulary word when they hear it, e.g. *Madame Tussauds is a big museum in New York. You can see sculptures there.* Students shout out *Sculpture*! Repeat with the three remaining frames.
- Books open. Tell students to listen to the texts and read to follow along. Ask students to circle the Culture 4 word in each frame as they listen and read.

### Extension activity

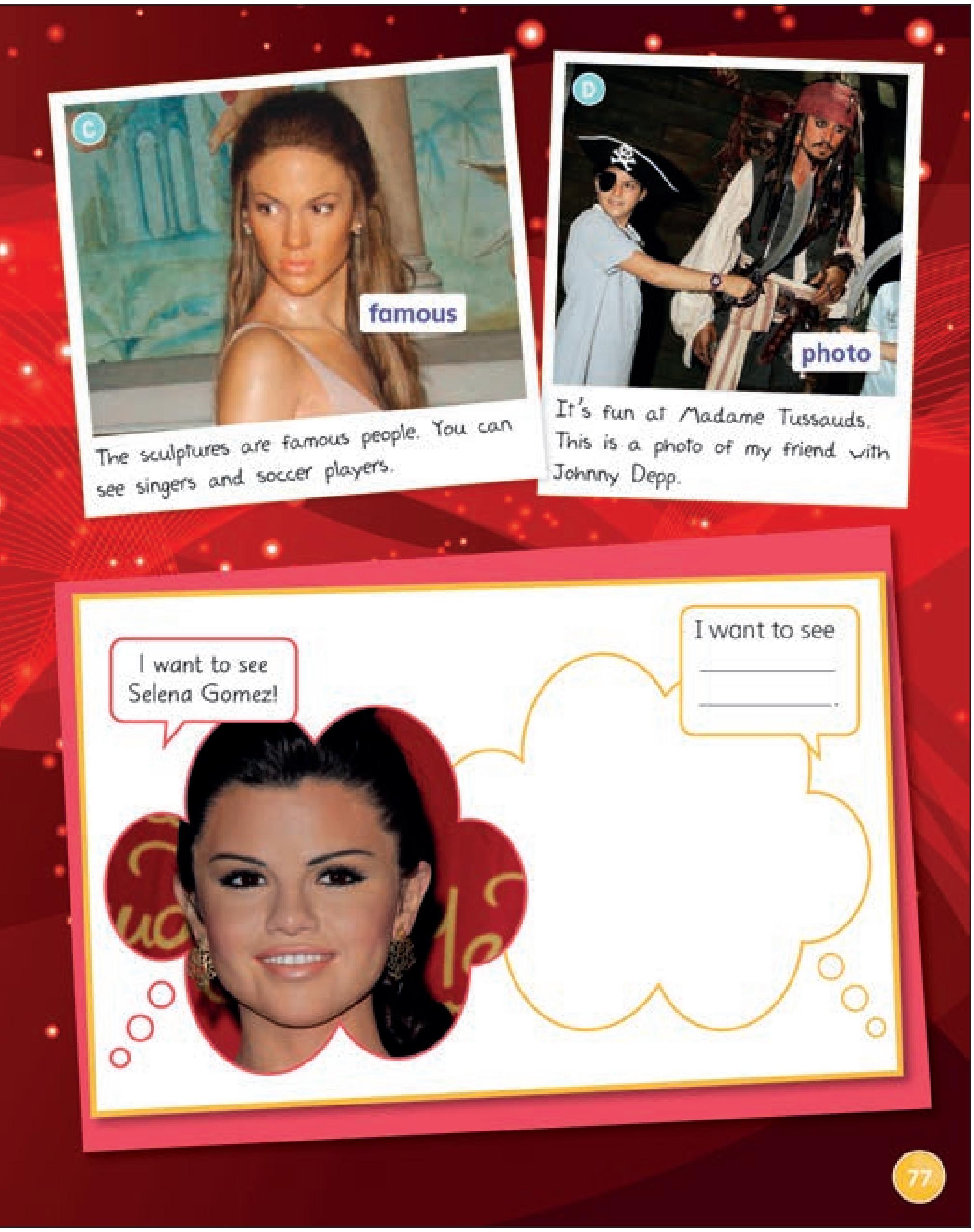
With a less confident class, play the recording and ask students to point to the correct frame as they listen. Play it again. Encourage students to read along with the recording. Then ask students to read the texts and circle the Culture 4 word in each text.

### Transcript

1 Madame Tussauds is a big museum in New York. You can see sculptures there.
2 Tourists like Madame Tussauds. The museum is interesting.
3 The sculptures are famous people. You can see singers and soccer players.
4 It's fun at Madame Tussauds. This is a photo of my friend with Johnny Depp.

### 3 Read and number.

- Point to the pictures and ask the class *Who is it?* Take ideas from the class or tell them if they are unsure (Taylor Swift, Lionel Messi, Steve Jobs, Barack and



The sculptures are famous people. You can see singers and soccer players.

It's fun at Madame Tussauds. This is a photo of my friend with Johnny Depp.

I want to see Selena Gomez!

I want to see
______
______.

77

Michelle Obama - the former President and First Lady of the USA).

- Ask the class to describe each of the people to their partners or as a class. For example, Taylor Swift - *She has long hair. She has light hair,* etc.
- Say *Read number 1. Write number 1 next to the picture.*
- Elicit the answer by reading the sentence, e.g. *Who is number 1? Michelle Obama!*
- With a less confident class, ask students to finish the activity in pairs. With a more confident class, ask students to finish the activity independently and to check their answers in pairs.
- Elicit answers from the class as above.

### 4 Who do you want to see at Madame Tussauds?

- Ask the class to look at the picture and ask *Who is it?* Elicit *Selena Gomez, the American actress and singer*. Say *Read the sentence.*
- Place some pictures of famous people that students will know on the board. They may be actors, athletes, royalty, or singers from your home or overseas. Ask the class to name the people. Ask the class to talk in pairs. *Who do you want to see at Madame Tussauds?* They may choose one of these people or someone else. They tell their partner, e.g. *I want to see Rihanna*. Ask confident students to share their conversation with the class.
- Ask them to draw a picture of their person and write a sentence as in the example, e.g. *I want to see Darth Vader.*

### Extension activity

Play *Describe it!* Place pictures of famous people on the board. Put the class into two teams. Ask a pair to describe one of the people from the board. The other team must guess who it is. If they guess correctly, they win a point. Play for four or five minutes, making sure each student has a turn to describe it!

### Finisher

- Play *Bingo!* See Ideas Bank (Teacher's Book page 141) for instructions. Use this game to review Culture 4 and Units 7 and 8 vocabulary.

### Culture note

Madame Tussauds is one of the most popular tourist attractions in New York. The original museum is in London, England. It is over 200 years old and was created by Marie Tussaud, who was a French artist. Her original sculptures were of historic leaders and criminals. Today, you can see famous celebrities, Star Wars characters, and famous athletes.

### Notes

# Holidays
# St. Patrick's Day

pages 78–79

**Classroom Presentation Tool**

## Objectives

To present four new words in context

To review vocabulary from the course

To do a personalization activity that involves a simple craft activity

## Language and structures

**Active:** *Ireland, parade, green costumes, shamrock*

**Passive:** *listen, point, say, read, find, write, circle; Make a St. Patrick's Day hat*

## Materials

Class Audio CD 2; Units 1–8 flashcards; St. Patrick's Day picture, map of Ireland, colored pens, scissors, glue

### Warmer

- Play *Sharkman* to elicit St. Patrick's Day. See Ideas Bank (Teacher's Book page 142) for instructions. Ask *What is it?* Elicit ideas.
- Show students the picture of people celebrating St. Patrick's Day and a map of Ireland. These can be found on the internet or you can use the pictures on the Student Book page. Tell the class that St. Patrick is the patron saint of the country of Ireland. People in Ireland, and Irish people around the world, celebrate St. Patrick's Day on March 17th every year. Ask questions, e.g. *Do we celebrate St. Patrick's Day? Do we have a national day? How do we celebrate it?* Elicit ideas.

### 1 Listen and point. Say. 2•41

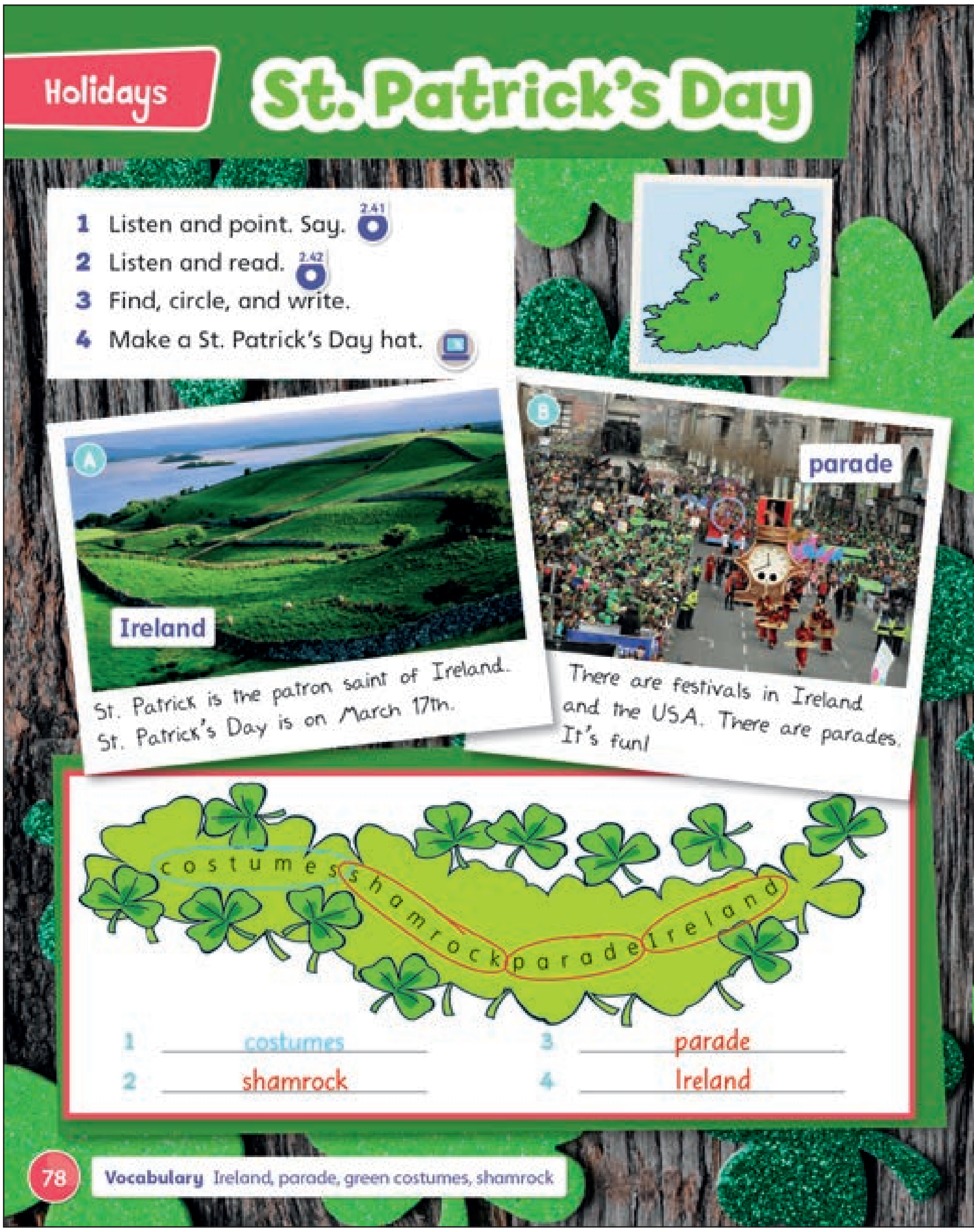
- Read the words on the pictures on pages 78 and 79 aloud to the class. Ask the class to listen to you and point to the correct picture. Ask the class to read the words aloud.
- Say a word and ask students to point to the correct picture. Start off slowly, then get faster and faster.
- Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

### Transcript

Ireland, parade, green costumes, shamrock
shamrock, parade, Ireland, green costumes

### Extension activity

With a less confident class, put students into pairs. Ask them to take turns saying a word pictured on pages 78 and 79 for their partner to listen, point to, and repeat.



Holidays

St. Patrick's Day

1 Listen and point. Say. 2•41
2 Listen and read. 2•42
3 Find, circle, and write.
4 Make a St. Patrick's Day hat.

A Ireland

St. Patrick is the patron saint of Ireland.
St. Patrick's Day is on March 17th.

B parade

There are festivals in Ireland and the USA. There are parades.
It's fun!

costumesshamrockparadeireland

1 costumes
2 shamrock
3 parade
4 Ireland

78 Vocabulary Ireland, parade, green costumes, shamrock

### 2 Listen and read. 2•42

- Ask students to look at the pictures on pages 78 and 79. Ask *What can you see?* Elicit the *St. Patrick's Day* vocabulary.
- Books closed. Tell students to listen to the recording and shout out the St. Patrick's Day word when they hear it, e.g. *St. Patrick is the patron saint of Ireland. St. Patrick's Day is on March 17th.* The students shout out *Ireland*! Repeat with the three remaining frames.
- Books open. Tell students to listen to the texts and read to follow along. Ask students to circle the St. Patrick's Day word in each frame as they listen/read.

### Transcript

1 St. Patrick is the patron saint of Ireland. St. Patrick's Day is on March 17th.
2 There are festivals in Ireland and the USA. There are parades. It's fun!
3 St. Patrick's Day clothes are green. People have big green hats!
4 This is a shamrock. It's the symbol of Ireland. It's lucky! Happy St. Patrick's Day! Good luck to you!

### Extension activity

Tell students to look at the text on pages 78 and 79 and memorize as much as they can. Now ask them to close their books. Read the text out but 'beep' out key words. After each 'beep' ask students to tell you what the missing word is without looking at their books. With a less confident class only omit the key vocabulary that they have been studying (e.g. *Ireland, parade, green, shamrock*). With a more confident class, start by omitting these key words. Then omit other key words to see if the class can remember. Ideally, use words students are already familiar with (e.g. *clothes, hat, big*).

### 3 Find, circle, and write.

- Tell students the St. Patrick's Day words are in the word snake. Say *Find the words and circle them*. Refer students to the spelling of the words in the pictures on pages 78 and 79.

C
green costumes
D
shamrock
AaBbCcDdEeFfGgHhIiJjKk QqRrSsTtUuVvWwXxYyZz
Happy St. Patrick's Day
79

St. Patrick's Day clothes are green. People have big green hats!

This is a shamrock. It's the symbol of Ireland. It's lucky! Happy St. Patrick's Day! Good luck to you!

- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then students can check their answers in pairs.
- Monitor and check students' work throughout. Provide help where needed.
- Elicit the answers in order from 1–4.
- Say *Write the words next to the numbers 1, 2, 3, and 4.*
- Monitor and check students' work throughout. Provide help where needed.

### Extension activity

Students make their own word snake. They choose a unit from the book they have already studied and choose 5–6 key words. Students write the letters in a snake and then add extra letters around them to disguise the key vocabulary. Students can then swap with a partner and find each other's words. Set a time limit for this with more confident classes.

### 4 Make a St. Patrick's Day hat.

- Tell students that they are going to make a St. Patrick's Day hat. Show them a completed hat.
- Make sure each pair has colored pens, scissors, and glue.
- Students cut out and color their hat and glue it together.
- Monitor and help throughout. Ask questions, *What is it? What color is it? Do you like St. Patrick's Day?* etc.
- Ask students to clean up their materials before they display or wear their hats.

### Extension activity

Talk about a celebration in your country. Ask questions to get ideas from students. For example, *Which days do we celebrate? How do we celebrate them? What do we wear/eat/do? Who do you celebrate with?* Divide the class into groups of 3–4 students. Ask them to choose a national holiday or give each group a different day. Ask them to draw a picture of them on that day and write 3–4 sentences about it. *We wear… We eat… We play …* Display the holiday posters in class.

### Finisher

- Play *Kim's game*. See Ideas Bank (Teacher's Book page 140) for instructions. Use flashcards units 1–8.

### Culture note

St. Patrick is the patron saint of Ireland. Legend has it that he drove all of the snakes out of Ireland, so he is considered a hero. Ireland has had a difficult history and many people left Ireland around 200 years ago to live in other countries around the world. One of the most popular places for Irish people to move to was the USA. Historically, Boston and New York contain large Irish areas, so the St. Patrick's Day parades are the biggest there. In Boston, they color the river in the center of town green!

### Notes

# Holidays
# Thanksgiving pages 80–81

Classroom Presentation Tool

## Objectives

To present four new words in context

To review vocabulary from the course

To do a personalization activity that involves a simple craft activity

## Language and structures

**Active:** *turkey, sweet potatoes, corn, pumpkin pie*

**Passive**: *listen, point, say, read, follow, write; Make a Thanksgiving turkey.*

## Materials

Class Audio CD 2; Craft worksheet Holidays Thanksgiving; colored pens

## Warmer

- Write the months of the year on the board. Ask the class to help you remember the words. Ask: *When is winter?* (Circle *December*, *January*, *February*); *When is spring?* (Circle *March*, *April*, *May*); *When is summer?* (Circle *June*, *July*, *August*). Circle *September*, *October* and *November*. Say *This is fall. In fall, people in the USA celebrate Thanksgiving. It is a harvest holiday.*
- Ask *Do we have a Thanksgiving Day or harvest holiday? What do we do? Do you think it's the same in the USA?* Elicit ideas.

## 1 Listen and point. Say. 2•43

- Read the words on the pictures on pages 80 and 81 aloud to the class. Ask the class to listen to you and point to the correct picture. Ask the class to read the words aloud.
- Say a word and ask students to point to the correct picture. Start off slowly, then get faster and faster.
- Play the recording for students to listen and point to the items on the pictures. Play the recording again for students to listen, point, and repeat the words.

### Transcript

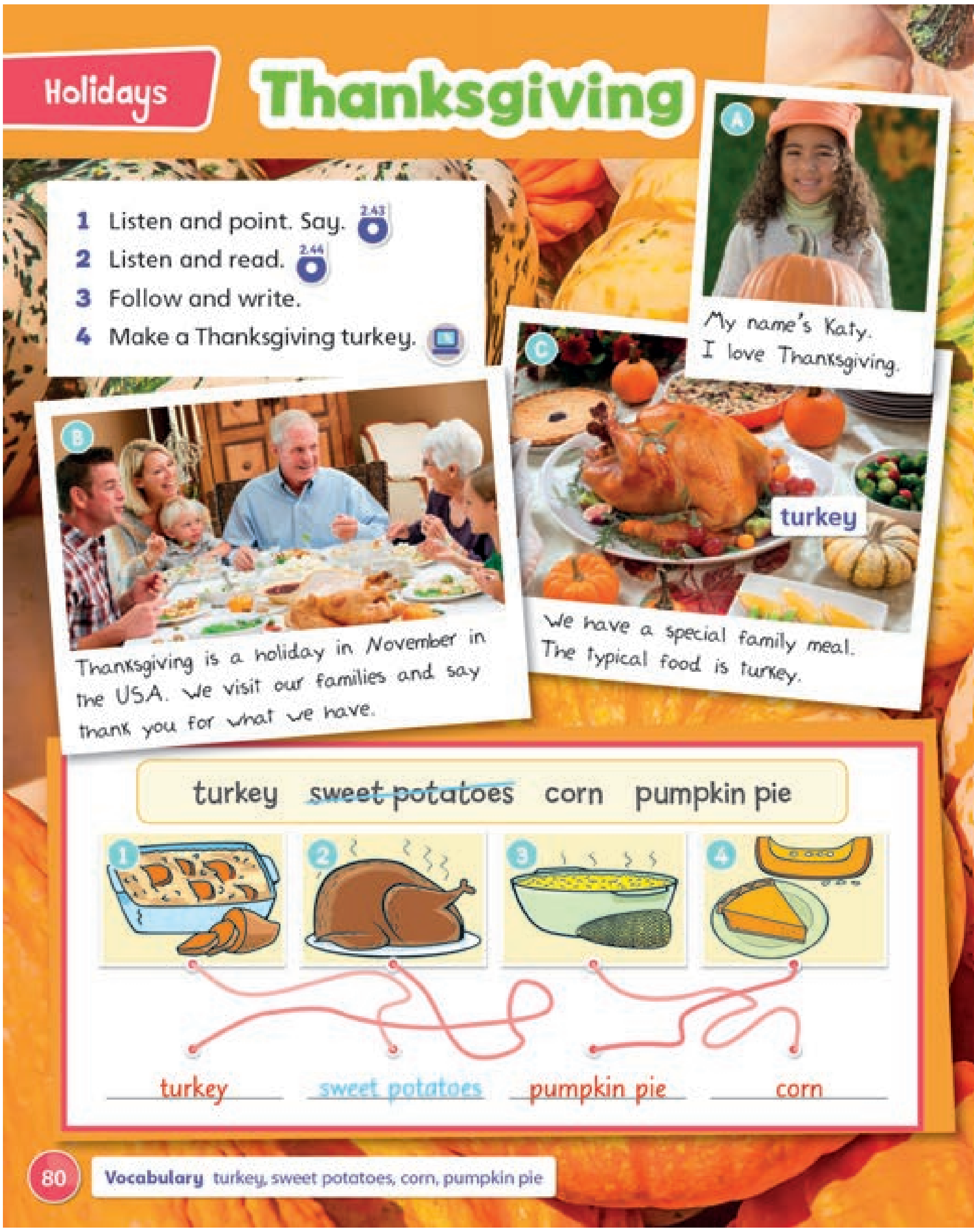
turkey, sweet potatoes, corn, pumpkin pie, corn, turkey, pumpkin pie, sweet potatoes

### Extension activity

With a less confident class, put students into pairs. Ask them to take turns saying a word pictured on pages 80 and 81 for their partner to listen, point to, and repeat.

## 2 Listen and read. 2•44

- Ask students to look at the pictures on pages 80 and 81. Ask *What can you see?* Elicit the *Thanksgiving* vocabulary.


Holidays Thanksgiving

1 Listen and point. Say. 2.43
2 Listen and read. 2.44
3 Follow and write.
4 Make a Thanksgiving turkey.

A My name's Katy. I love Thanksgiving.

B Thanksgiving is a holiday in November in the USA. We visit our families and say thank you for what we have.

C We have a special family meal. The typical food is turkey.

turkey ~~sweet potatoes~~ corn pumpkin pie

turkey
sweet potatoes
pumpkin pie
corn

80 **Vocabulary** turkey, sweet potatoes, corn, pumpkin pie

- Books closed. Tell students to listen to the recording and shout out the *Thanksgiving* word when they hear it, e.g. *My name's Katy. I love Thanksgiving.* The students shout out *Thanksgiving*! Repeat with the three remaining frames.
- Books open. Tell students to listen to the texts, reading as they do this. Ask students to circle the *Thanksgiving* word in each frame as they listen/read.

### Transcript

A My name's Katy. I love Thanksgiving.
B Thanksgiving is a holiday in November in the USA. We visit our families and say thank you for what we have.
C We have a special family meal. The typical food is turkey.
D I like sweet potatoes and corn!
E My favorite food is pumpkin pie.

### Extension activity

Tell students to look at the text on pages 80 and 81 and memorize as much as they can. Now ask them to close their books. Read the text out but 'beep' out key words. After each 'beep' ask students to tell you what the missing word is without looking at their books. With a less confident class only omit the key vocabulary that they have been studying (e.g. *turkey, corn, sweet potatoes, pumpkin pie*). With a more confident class, start by omitting these key words. Then omit other key words to see if the class can remember. Ideally, use words students are already familiar with (e.g. *thank you*, *family*, *food*, *like*).

## 3 Follow and write.

- Point to the pictures on page 80 activity 3. Ask the class, *What can you see?* Elicit the food words from students.
- Say *Point to the sweet potatoes*. Say *Follow the line and write the word* as you

D
sweet potatoes
corn
I like sweet potatoes and corn!
E
pumpkin pie
My favorite food is pumpkin pie.
food
family
home
friends
81

follow the line in the Student Book. Then point to the word bank.

- Ask students to match the pictures using their finger or a pencil and to say the words.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then ask students to check their answers in pairs.
- Elicit answers from the class or confident pairs.

### 4 Make a Thanksgiving turkey.

- Tell students that they are going to work in pairs to make a turkey for Thanksgiving. Show them a completed turkey.
- Look at the words in the picture that are attached to the turkey's head. Explain that these are words connected to *Thanksgiving*. Brainstorm any more ideas with the class and write ideas on the board.
- Make sure each pair has coloring pens, scissors, and glue.
- Students cut out and color their turkey.
- Monitor and help throughout. Ask questions, *What is it? What color is it?* etc.
- Ask students to clean up their materials.

### Extension activity

Talk about a celebration in your country. Ask questions to get ideas from students. For example, *Which days are important holidays here? How do we celebrate them? What do we wear/eat/do? Who do you celebrate with?* Divide the class into groups of 3–4 students. Ask them to choose a national holiday or give each group a different day. Ask them to draw a picture of them on that day and write 3–4 sentences about it. *We wear… We eat… We play …* Display the holiday posters in class.

### Finisher

- Play *Draw and guess*. See Ideas Bank (Teacher's Book page 141) for instructions. Use vocabulary from Thanksgiving.

### Culture note

Thanksgiving is a type of harvest holiday and it is celebrated in the USA and Canada. The first Thanksgiving is believed to have been in 1621 near Plymouth, a coastal town in Massachusetts, USA. This is where the early settlers arrived from Europe. They had a good summer and a lot of food to harvest. The villagers had a large feast which included turkey, sweet potatoes, corn, and pumpkin pie. These vegetables grew very well in the USA. The villagers gave thanks and hoped that the future would be the same. Today, the President of the USA gives a Thanksgiving speech and pardons one turkey. This means it won't be eaten, but can live freely on a farm for the rest of its life.

### Notes

# Unit 1 My Bedroom
## Lesson 2 page 86

### 1 Complete the puzzle.

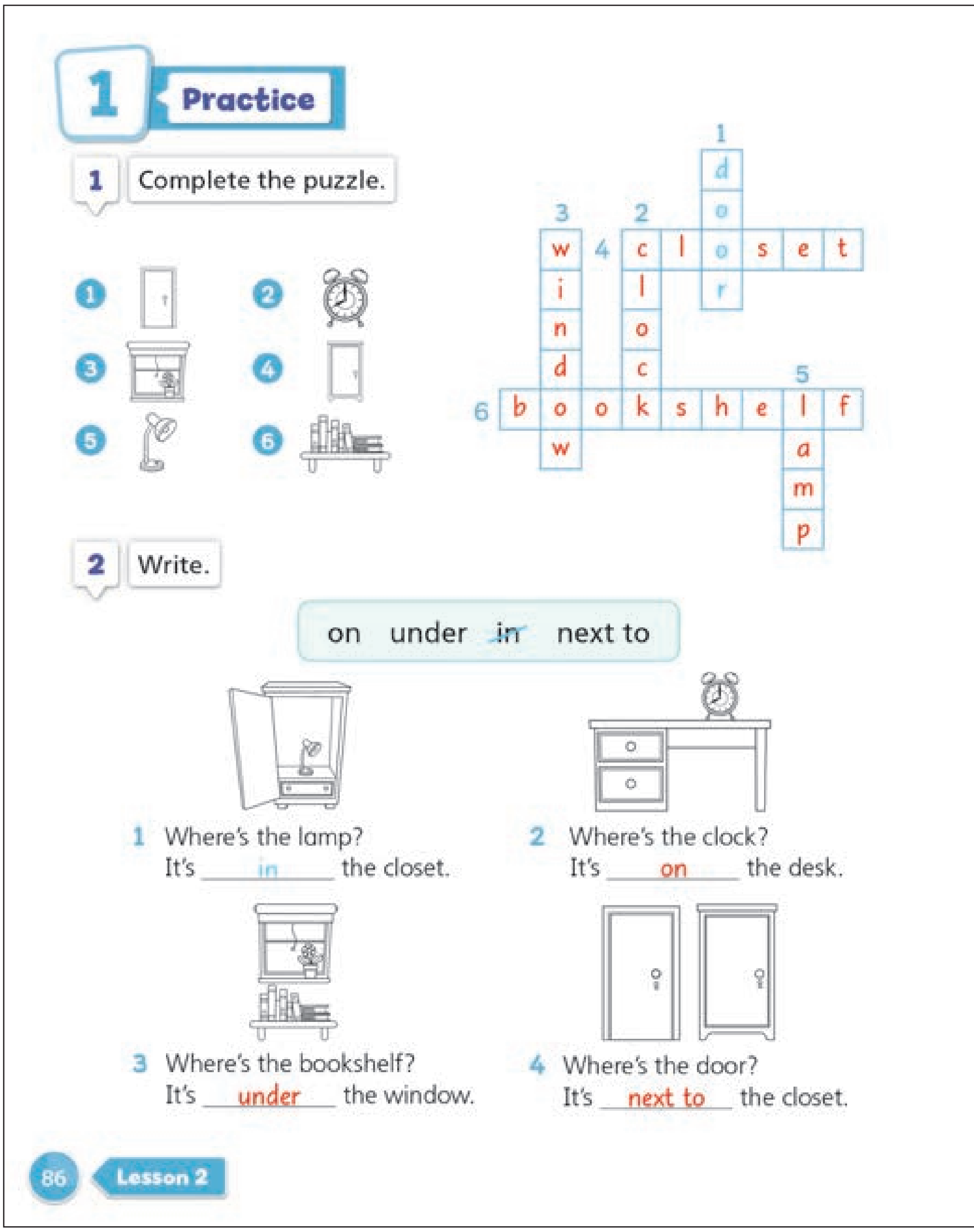
- Books closed. Brainstorm Lesson 1 bedroom vocabulary as a class. Write the words on the board, e.g. *clock*, *lamp*, etc.
- Books open. Ask students to look at the bedroom pictures in activity 1 and call out the things that they see.
- Look at the example in number 1 and do number 2 as a class. Elicit *It's a clock*. Say *Yes! Write clock in the puzzle next to number 2*.
- Say *Look at the pictures and complete the puzzle*. Refer the class to the words on the board to help with spelling.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What's number 3?* and elicit (*It's a*) *window*. etc.

### 2 Write.

- Books closed. Play a quick game to review prepositions. Ask the class to stand up and hold a book or pencil. Say *On the table*, students listen and place it on the table. Say *Under the table*, students listen and place it under the table. Repeat with *next to* and *in* (using a bag).
- Books open. Ask students to look at the prepositions and read them aloud as a class.
- Look at the example in number 1 and do number 2 as a class. Ask *Where is the clock?* as you point to picture 2. Elicit *It's on the desk*.
- Say *Yes! Read the sentence and write the word.* as you point to the word box above.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Where's the bookshelf?* and elicit *It's under the window.* etc.

**Fast finishers**

For fast finishers, ask the class to draw 3–4 bedroom objects in a room scene placing them *in, on, under* or *next to* another item. They tell their partner about their picture. Their partner listens and draws what they hear. They can then check and see if they were correct.



**1 Practice**

**1** Complete the puzzle.

1 d o o r
2 c l o c k
3 w i n d o w
4 c l o s e t
5 l a m p
6 b o o k s h e l f

**2** Write.

on under ~~in~~ next to

1 Where's the lamp?
It's in the closet.

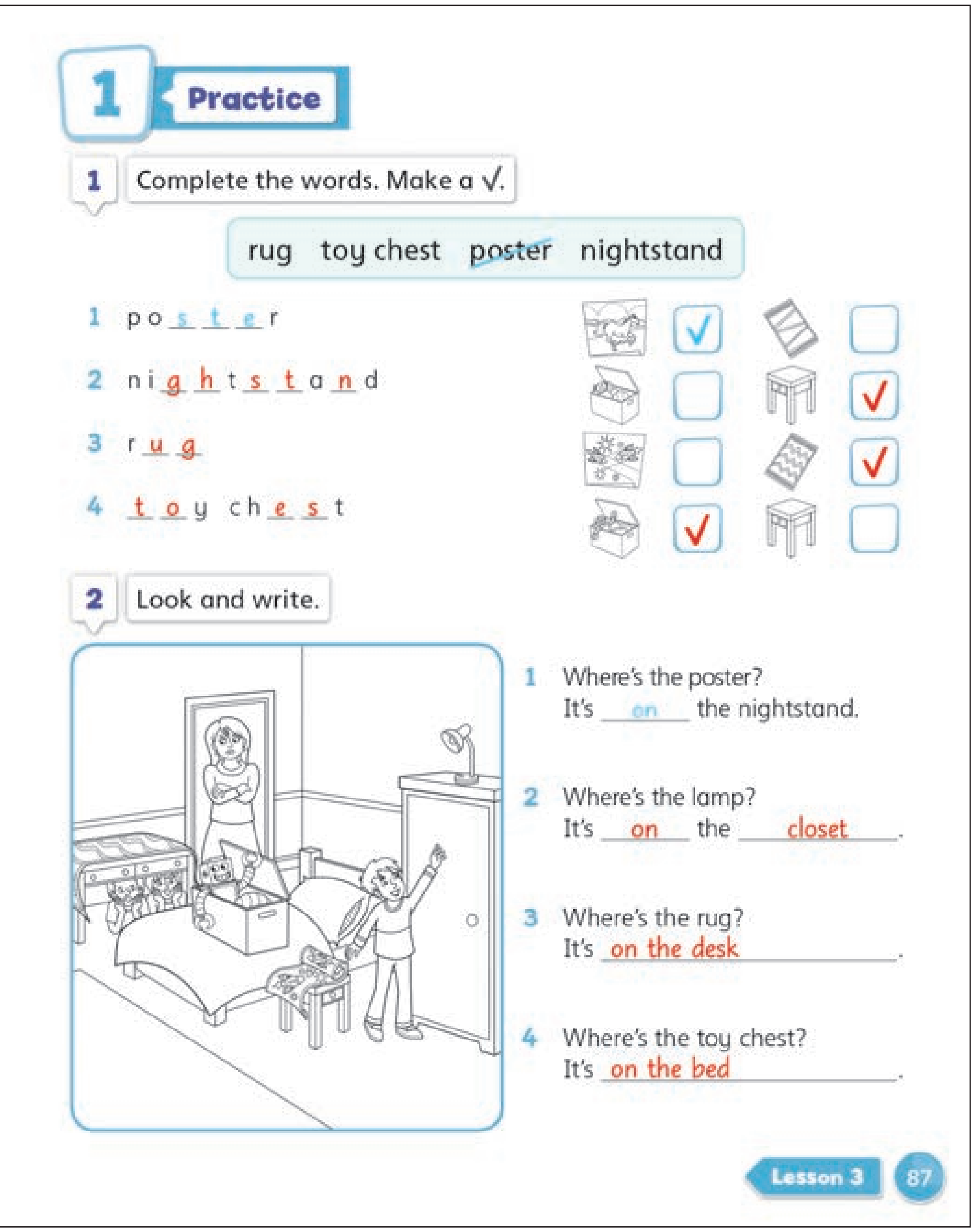
2 Where's the clock?
It's on the desk.

3 Where's the bookshelf?
It's under the window.

4 Where's the door?
It's next to the closet.

86 Lesson 2

**Notes**



**1 Practice**

**1** Complete the words. Make a ✓.

rug toy chest ~~poster~~ nightstand

1 poster ☑ ☐

2 nightstand ☐ ☑

3 rug ☐ ☑

4 toy chest ☑ ☐

**2** Look and write.

1 Where's the poster?
It's on the nightstand.

2 Where's the lamp?
It's on the closet.

3 Where's the rug?
It's on the desk.

4 Where's the toy chest?
It's on the bed.

Lesson 3 87

## Lesson 3 page 87

### 1 Complete the words. Make a ✓.

- Books closed. Brainstorm Lesson 1 and Lesson 3 bedroom vocabulary as a class. Ask the class to spell the words as you write them on the board, e.g. *rug – r, u, g, lamp – l, a, m, p,* etc.
- Books open. Ask students to look at the pictures to the right and call out what they see.
- Ask the class to look at the bedroom words to the left of the picture.
- Say *Complete the words and make a check* as you point to the words and picture.
- Look at the example in number 1 and do number 2 as a class. Ask *What is it?* as you point to the word. Elicit *(It's a) nightstand.*
- Say *Yes! Write nightstand n,i,g,h,t,s,t,a,n,d.*
- Ask *Where is the nightstand?* as you point to the pictures. Ask the class to point. Say *Yes! Make a check next to the picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What's number 3?* and elicit *It's a rug*. Ask *Where is it?* Students point to the picture.

### 2 Look and write.

- Books closed. Place Lesson 3 flashcards around the room to elicit the preposition *on*. Ask questions to elicit the sentence, e.g. *Where's the lamp? It's on the table.*
- Write the sentence on the board as you elicit it from the class, *It's on the table.* Continue with the remaining flashcards. Point to the example sentence on the board to elicit full sentence answers, but do not write any more on the board.
- Books open. Ask students to look at the picture.
- Look at the example in number 1 and do number 2 as a class. Ask *Where's the lamp?* Elicit *It's on the closet.*
- Say *Yes! Look and write the sentence.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Where's the rug?* and elicit *It's on the desk.* etc.

**Fast finisher**

For fast finishers, ask students to color the pictures of the objects that they have written about, e.g. *poster, lamp, rug, toy chest.*

With a more confident class, ask students to point to bedroom vocabulary pictures on pages 86–87 of their workbook. They take turns asking their partner, *What is it?* or *Where is it?* to elicit *It's a poster.* or *It's next to the bed.* etc.

## Notes

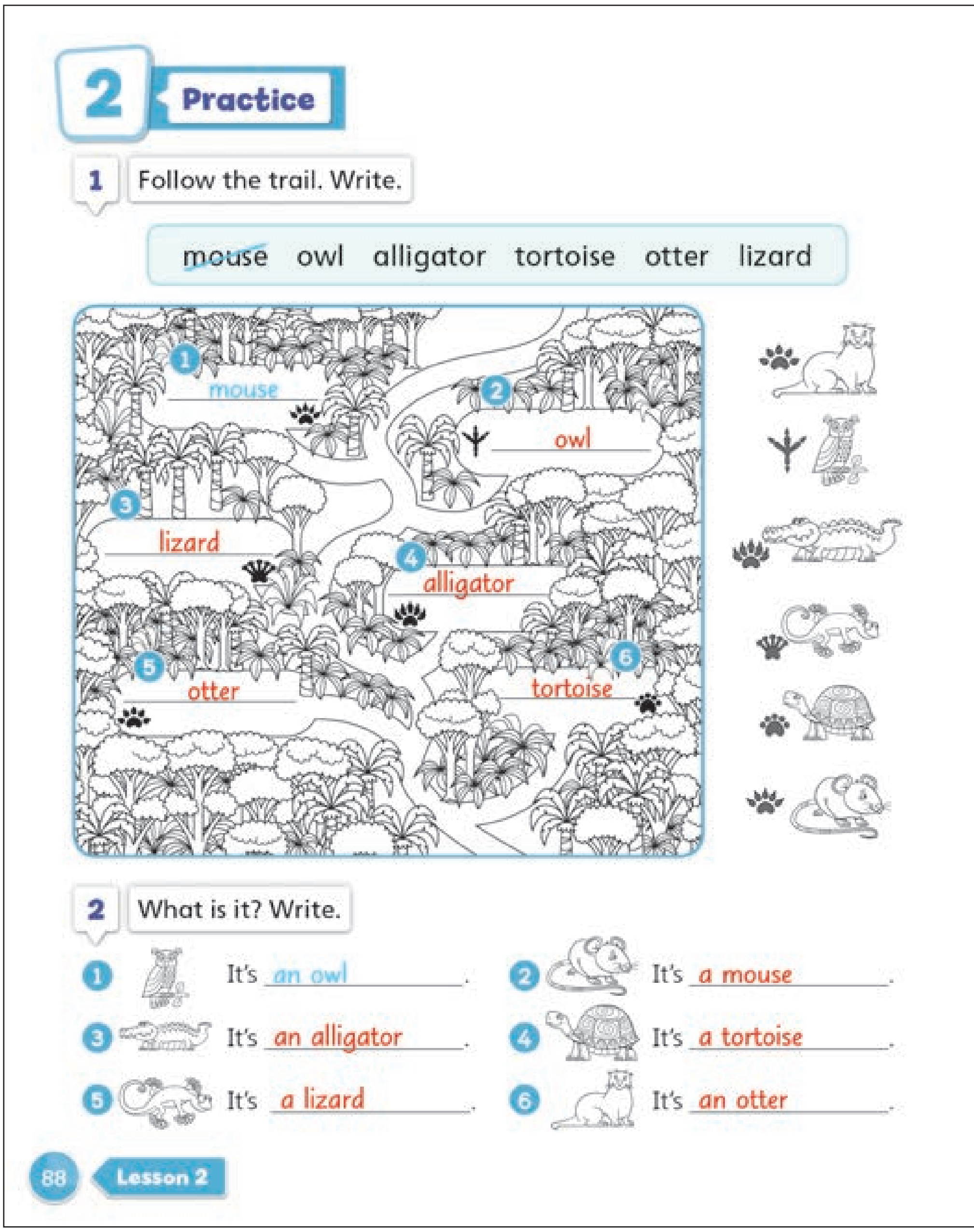
# Unit 2 Wild Animals
## Lesson 2 page 88

### 1 Follow the trail. Write.

- Books closed. Review Lessons 1 and 2 language using the flashcards. Show them to the class and place them on the board. Ask students to say the animal using the correct article, *a* or *an*.
- Write the words on the board, as you elicit them, next to each flashcard.
- Point to each one and ask *What is it?* Elicit *It's an otter. It's a tortoise,* etc.
- Books open. Ask students to look at each animal picture and ask *What is it?* Elicit *It's an otter,* etc.
- Look at the example in number 1 and do number 2 as a class. Say *Point to number 2. Follow the trail.* Ask *What is it?* Elicit *It's an owl.*
- Say *Yes! Write the animal.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from confident pairs of students or the whole class. Ask *What is it?* To elicit *It's a lizard.* etc.

### 2 What is it? Write.

- Books closed. Point to the flashcards on the board from the previous activity. Ask *What is it?* as you point to each in a random order. Ask students to use the correct article e.g. *a* or *an* – *It's an otter, It's a lizard,* etc.
- Books open. Ask students to look at the animal pictures and ask *What is it?* for each. Elicit *It's an owl,* etc.
- Look at the example in number 1 and do number 2 as a class. Say *Number 2. What is it?* Elicit *It's a mouse.*
- Say *Yes! Write a or an and the animal.* Refer students to the word box in activity 1 for spelling.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* and elicit *It's an alligator.* etc.



**2 Practice**

**1** Follow the trail. Write.

~~mouse~~ owl alligator tortoise otter lizard

1 mouse
2 owl
3 lizard
4 alligator
5 otter
6 tortoise

**2** What is it? Write.

1 It's an owl.
2 It's a mouse.
3 It's an alligator.
4 It's a tortoise.
5 It's a lizard.
6 It's an otter.

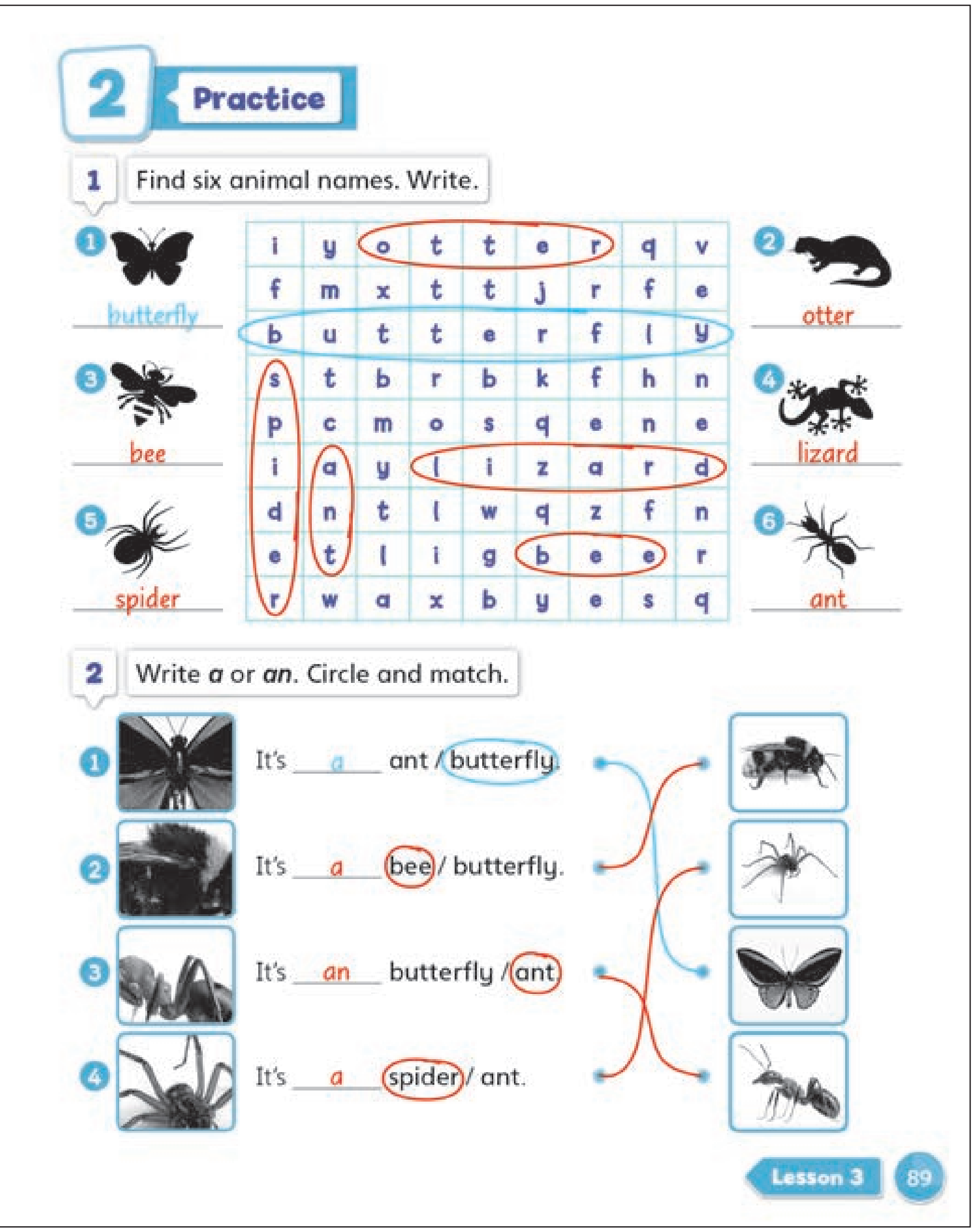
88 Lesson 2

**Fast finishers**

For fast finishers, ask students to color the pictures of the animals.

With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

**Notes**



## 2 Practice

**1** Find six animal names. Write.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| i | y | o | t | t | e | r | q | v |
| f | m | x | t | t | j | r | f | e |
| b | u | t | t | e | r | f | l | y |
| s | t | b | r | b | k | f | h | n |
| p | c | m | o | s | q | e | n | e |
| i | a | y | l | i | z | a | r | d |
| d | n | t | l | w | q | z | f | n |
| e | t | l | i | g | b | e | e | r |
| r | w | a | x | b | y | e | s | q |

1 butterfly

2 otter

3 bee

4 lizard

5 spider

6 ant

**2** Write *a* or *an*. Circle and match.

1 It's a ant / [✓ butterfly].

2 It's a [✓ bee] / butterfly.

3 It's an butterfly / [✓ ant].

4 It's a [✓ spider] / ant.

Lesson 3 89

## Lesson 3 page 89

### 1 Find six animal names. Write.

- Books closed. Place Unit 2 flashcards on the board. Ask *What is it?* as you point to each in a random order. Ask students to use the correct article e.g. *a* or *an* – *It's an ant, It's a butterfly,* etc.
- Books open. Ask students to look at the animal pictures around the puzzle and ask *What is it?* for each. Elicit *It's a butterfly,* etc.
- Say *Find the animal names in the puzzle. Then, write them next to the pictures of the animals.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* to elicit *It's an otter.* etc.

### 2 Write *a* or *an*. Circle and match.

- Books closed. Draw a butterfly's wing on the board and ask *What is it?* Elicit *It's a butterfly*.
- Books open. Ask students to look at the animal pictures to the left and ask *What is it?* for each. Make sure to elicit the correct article, *a* or *an*.
- Look at the example in number 1 and do number 2 as a class. Say *Look at picture 2. What is it?* Elicit *It's a bee.*
- Say *Yes! Write a or an. Circle the animal name. Then, match it to the picture here.* as you point to the pictures to the right.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* To elicit *It's an ant.* etc.

**Fast finishers**

For fast finishers, put students into pairs. Ask them to take turns calling out an animal from pages 88–89. Their partner must then say the animal using the correct article, e.g. *Otter! It's an otter! Spider! It's a spider,* etc.

**Notes**

# Unit 3 Nature
## Lesson 2 page 90

### 1 Look and write.

- Books closed. Place Unit 3 Lesson 1 flashcards on the board. Ask *What is it?* as you point to each in a random order. Ask students to use the correct article e.g. *It's a rock*, etc.
- Books open. Ask students to look at the pictures and ask *What is it?* for each. Elicit a sentence using an article in a more confident class. e.g. *It's a leaf.*
- Look at the example in number 1 and do number 2 as a class. Say *Look at picture 2. What is it?* Elicit *It's a flower.*
- Say *Yes! Write the word next to the picture.* as you point to the word box and picture.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* and elicit *It's a leaf.*

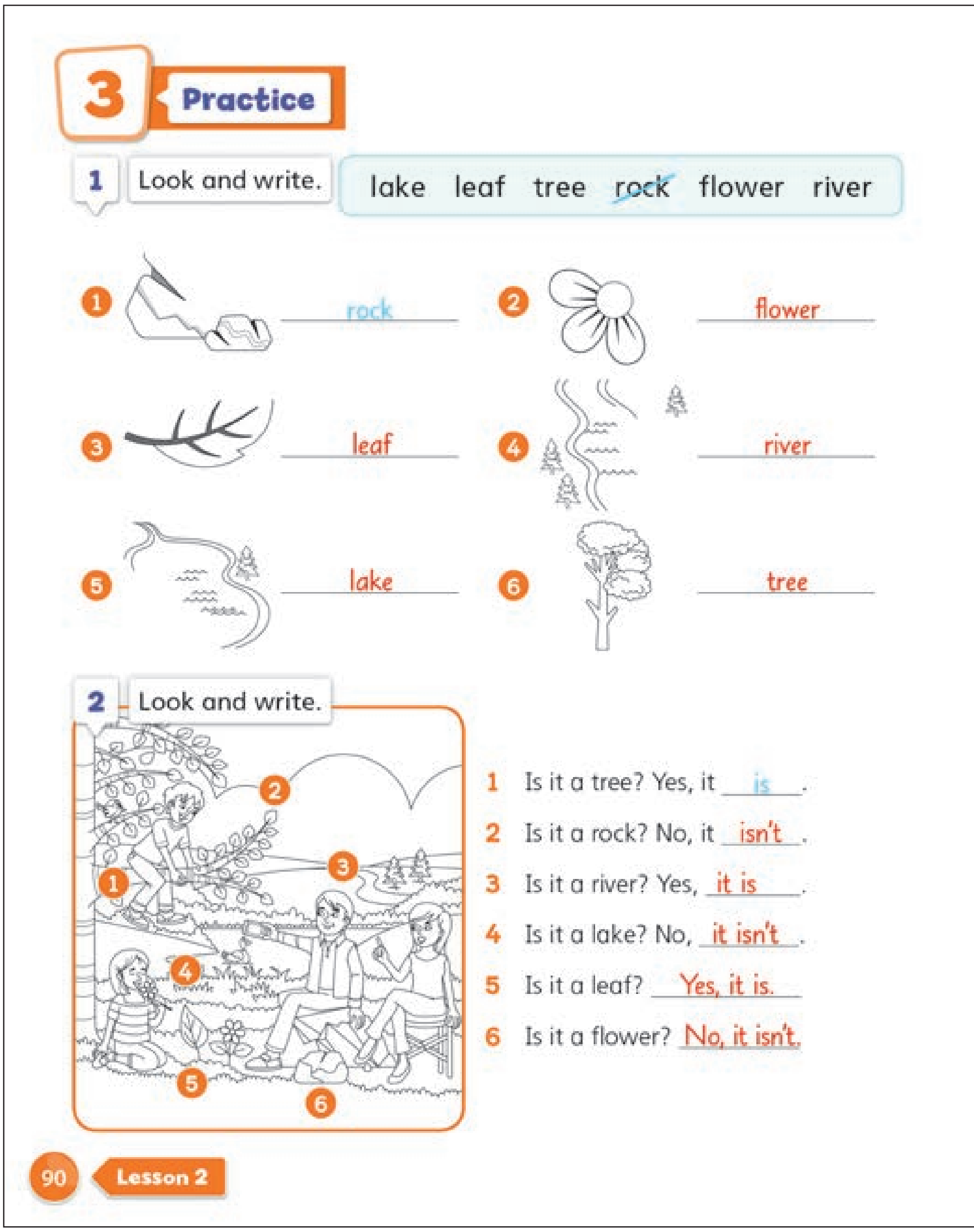
### 2 Look and write.

- Books closed. Point to the flashcards on the board from activity 1. Ask *Is it a tree?* Elicit *Yes, it is* or *No, it isn't* answers for each picture. Write *Yes, it is.* and *No, it isn't.* on the board for support.
- Books open. Look at the example in number 1 and do number 2 as a class. Say *Look at number 2. Is it a rock?* Elicit *No, it isn't.*
- Say *Yes! Write the sentence here.* as you point to the sentences to the right.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Is it a river?* and elicit *Yes, it is.* etc.

**Fast finishers**

For fast finishers, ask students to take turns pointing to a picture on page 90, and ask questions for their partner to answer, e.g. *Is it a tree? Yes, it is. Is it a leaf? No, it isn't.*

With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.



3 Practice

1 Look and write.

lake leaf tree ~~rock~~ flower river

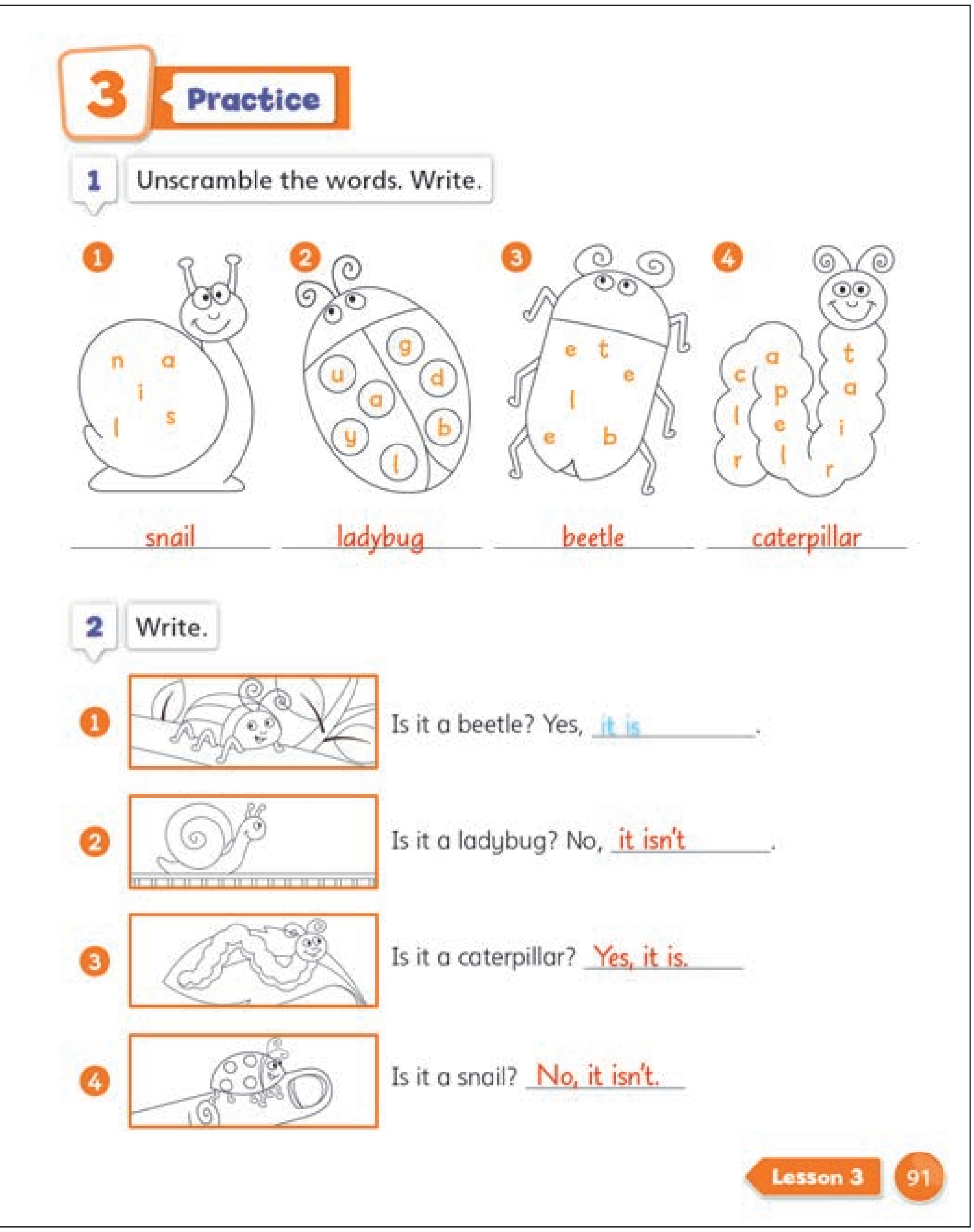
1 rock
2 flower
3 leaf
4 river
5 lake
6 tree

2 Look and write.

1 Is it a tree? Yes, it is.
2 Is it a rock? No, it isn't.
3 Is it a river? Yes, it is.
4 Is it a lake? No, it isn't.
5 Is it a leaf? Yes, it is.
6 Is it a flower? No, it isn't.

90 Lesson 2

**Notes**



## 3 Practice

**1** Unscramble the words. Write.

1 snail
2 ladybug
3 beetle
4 caterpillar

**2** Write.

1 Is it a beetle? Yes, it is.
2 Is it a ladybug? No, it isn't.
3 Is it a caterpillar? Yes, it is.
4 Is it a snail? No, it isn't.

Lesson 3 91

### Fast finishers

For fast finishers, ask students to take turns pointing to a picture on pages 90–91, and ask questions for their partner to answer, e.g. *Is it a ladybug? Yes, it is. Is it a snail? No, it isn't.*

With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

### Notes

## Lesson 3 page 91

### 1 Unscramble the words. Write.

- Books closed. Place Unit 3 Lesson 3 flashcards on the board. Ask *What is it?* as you point to each in a random order. Ask students to spell the word to you, e.g. *Snail! s, n, a, i, l.* Write the spelling on the board next to each flashcard.
- Books open. Ask students to look at the pictures and ask *What is it?* for each. Elicit a sentence using an article with a more confident class, e.g. *It's a snail.*
- Look at the example in number 1 and do number 2 as a class. Say *Look at picture 2. How do you spell ladybug?* Elicit *l,a,d,y,b,u,g.*
- Say *Yes! Write the word under the picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *How do you spell beetle?* and elicit *b,e,e,t,l,e,* etc.

### 2 Write.

- Books closed. Point to the flashcards on the board from activity 1. Ask *Is it a ladybug?* Elicit *Yes, it is.* or *No, it isn't.* answers for each picture. Write *Yes, it is.* and *No, it isn't.* on the board for support.
- Books open. Look at the example in number 1 and do number 2 as a class. Say *Look at number 2. Is it a ladybug?* Elicit *No, it isn't.*
- Say *Yes! Write the sentence here.* as you point to the sentences to the right.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Is it a caterpillar?* and elicit *Yes, it is.* etc.

# Unit 4 Fabulous Food
# Lesson 2 page 92

## 1 Find, circle, and match.

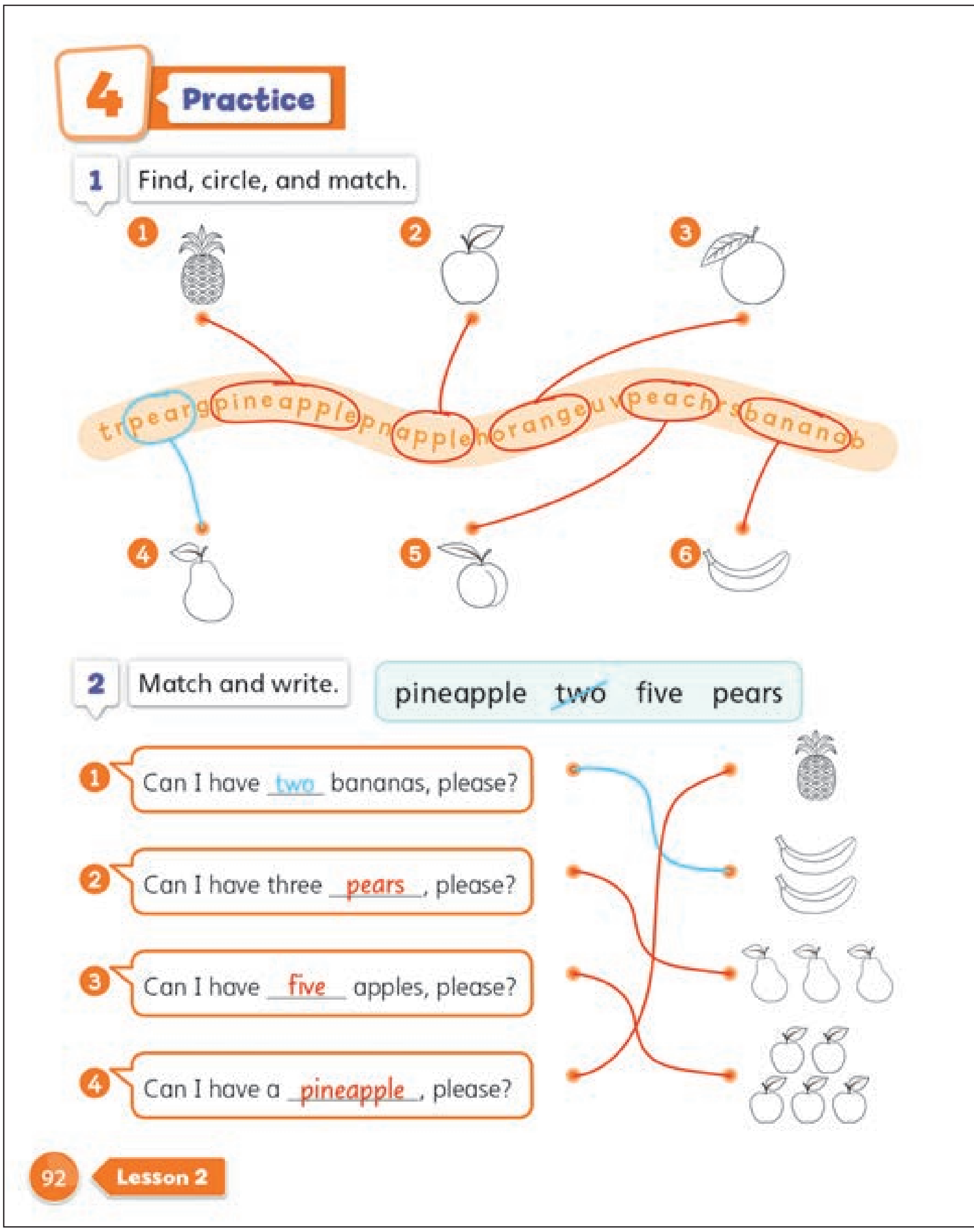
- Books closed. Place Unit 4 Lesson 1 flashcards on the board. Ask *What is it?* as you point to each. Ask students to spell the word to you, e.g. *pear! p, e, a, r*. Write the spelling on the board next to each flashcard.
- Books open. Ask students to look at the pictures and ask *What is it?* for each, e.g. *It's a pear,* etc.
- Say *Look at the word snake. Find the fruit words in the snake and circle them. Match them to the correct picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* Elicit *It's a pineapple*. Ask *How do you spell pineapple?* Elicit *p, i, n, e, a, p, p, l, e.* etc.

## 2 Match and write.

- Books closed. Use the flashcards on the board from activity 1. Ask a pair of confident students to come to the front of the class. Ask *Can I have a pineapple, please?* The students hand you the pineapple flashcard and say *Here you go*. You reply, *Thank you*. Repeat with each flashcard and the same or a new pair of students.
- Books open. Ask students to read the fruit words from the word box in activity 2.
- Look at the example in number 1 and do number 2 as a class. Say *Read number 2. Can I have three pears, please?* Ask *Which picture is it?* The class points to the picture of the pears.
- Say *Yes! Read the sentence and use the word to finish it. Then, match the word to the picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class.

**TEACHING TIP**

Ask pairs of students to check their answers in a group of four before you give any feedback. Encourage them to work together and help one another.



4 Practice

1 Find, circle, and match.

2 Match and write.

pineapple ~~two~~ five pears

1 Can I have two bananas, please?

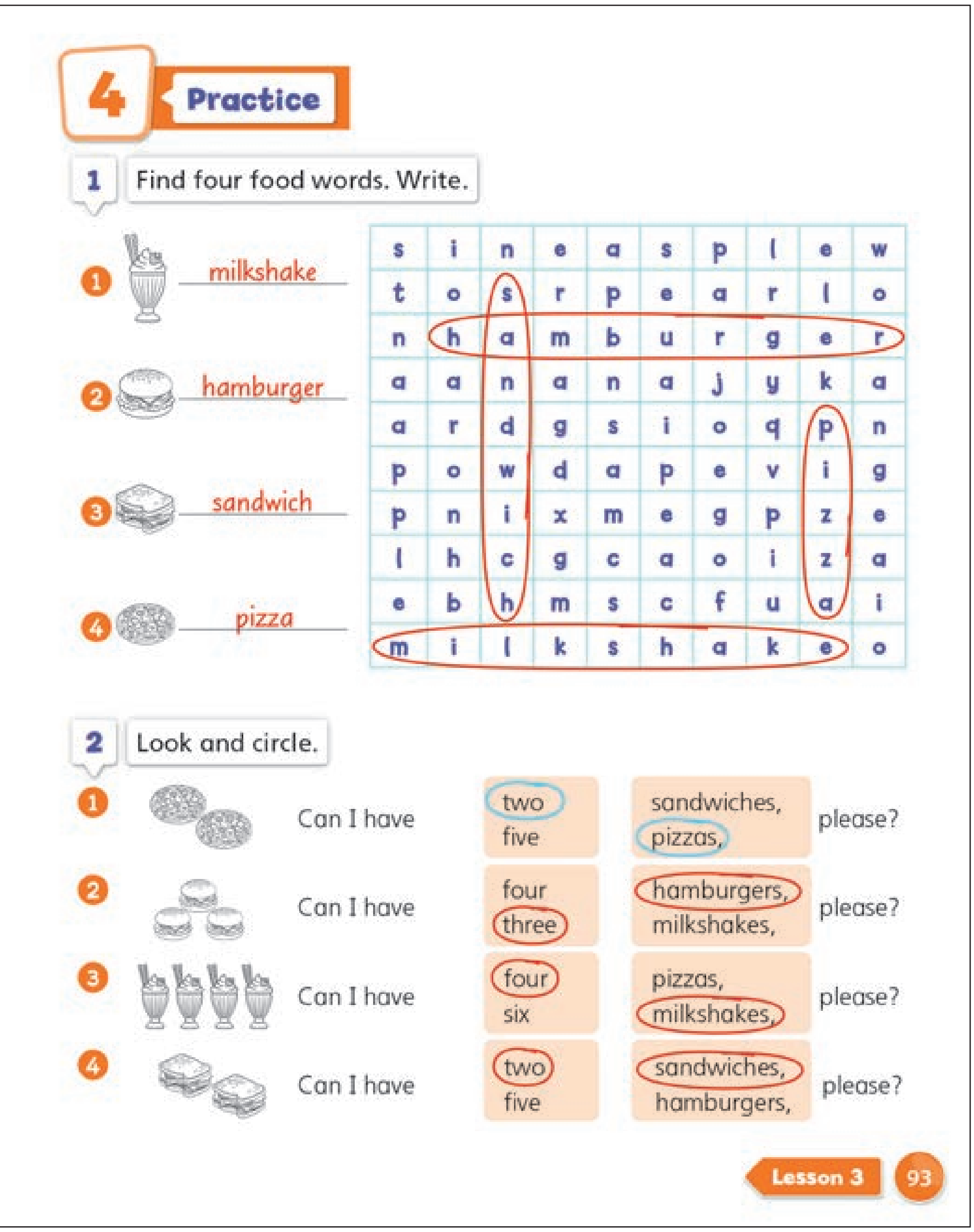
2 Can I have three pears, please?

3 Can I have five apples, please?

4 Can I have a pineapple, please?

92 Lesson 2

## Notes



## 4 Practice

**1** Find four food words. Write.

1 milkshake

2 hamburger

3 sandwich

4 pizza

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| s | i | n | e | a | s | p | l | e | w |
| t | o | s | r | p | e | a | r | l | o |
| n | h | a | m | b | u | r | g | e | r |
| a | a | n | a | n | a | j | y | k | a |
| a | r | d | g | s | i | o | q | p | n |
| p | o | w | d | a | p | e | v | i | g |
| p | n | i | x | m | e | g | p | z | e |
| l | h | c | g | c | a | o | i | z | a |
| e | b | h | m | s | c | f | u | a | i |
| m | i | l | k | s | h | a | k | e | o |

**2** Look and circle.

1 Can I have [✓ two] five sandwiches, [✓ pizzas,] please?

2 Can I have four [✓ three] [✓ hamburgers,] milkshakes, please?

3 Can I have [✓ four] six pizzas, [✓ milkshakes,] please?

4 Can I have [✓ two] five [✓ sandwiches,] hamburgers, please?

Lesson 3 93

## Lesson 3 page 93

### 1 Find four food words. Write.

- Books closed. Place Unit 4 flashcards on the board. Ask *What is it?* as you point to each. Ask students to spell the word to you, e.g. *pizza! p, i, z, z, a*. Write the spelling of the word on the board next to each flashcard
- Books open. Ask students to look at the food pictures around the puzzle and ask *What is it?* for each. Elicit *It's a sandwich*, etc.
- Say *Find the four food words in the puzzle. Then, write the words next to the picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is it?* to elicit *It's a milkshake.* etc.

### 2 Look and circle.

- Books closed. Draw three pizzas on the board. Ask *How many pizzas?* Count as a class, e.g. *1, 2, 3!* Ask *Can I have three pizzas, please?* Repeat with two milkshakes. This time, elicit the question from the class, e.g. *Can I have two milkshakes, please?*
- Books open. Ask students to look at the food picture and count them as a class, e.g. *How many pizzas? 1, 2!* etc.
- Look at the example in number 1 and do number 2 as a class. Say *Look at number 2. Can I have …* to elicit *three hamburgers*. Say *Yes! Look at the picture and circle the words.* The class circles the words *three* and *hamburgers*.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class.

## Notes

# Unit 5 Is He a Chef?
## Lesson 2 page 94

### 1 Look and write.

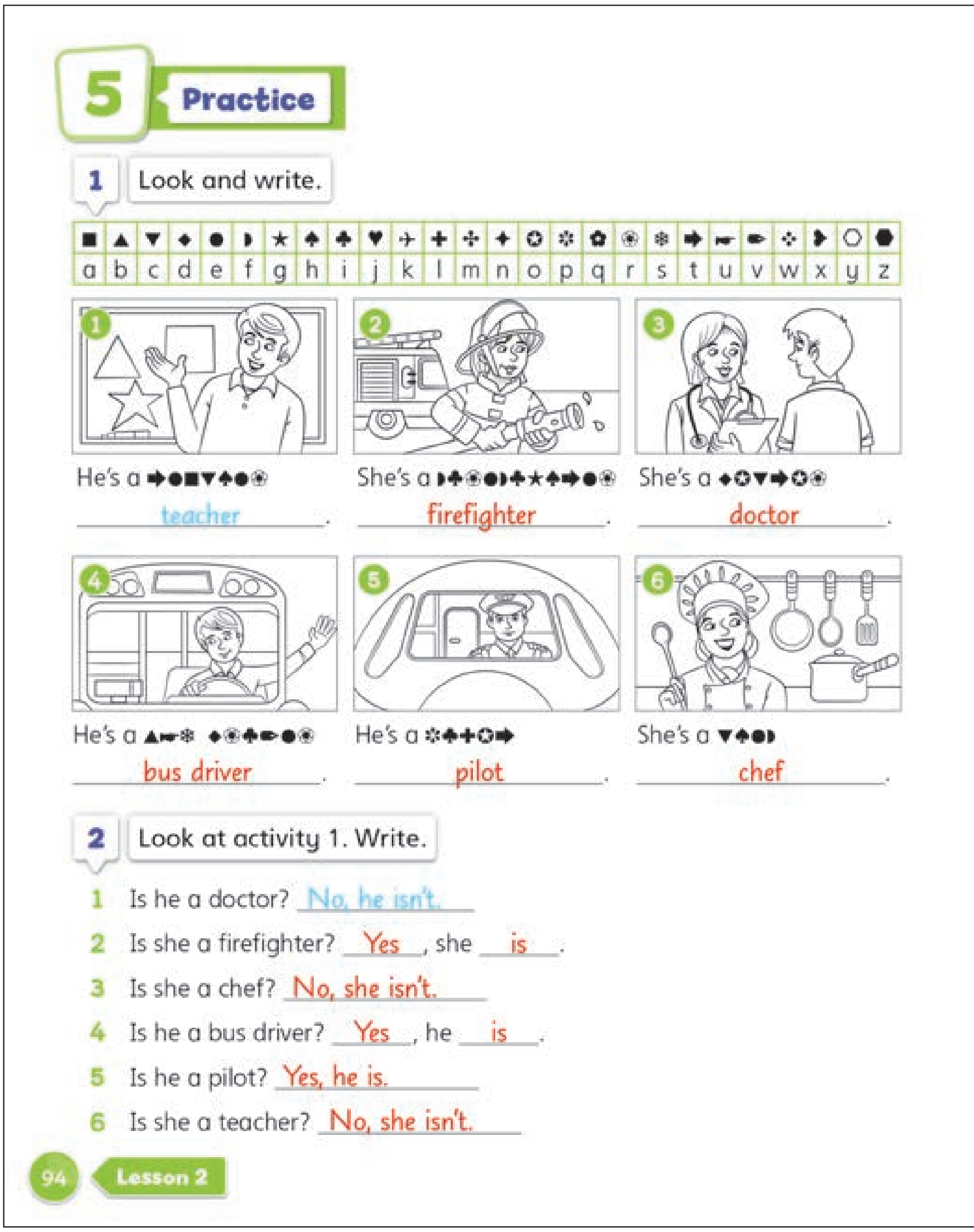
- Books closed. Draw the symbols from page 94 which spell out *chef*, ▼, ♠, ●, ◗. Say *This spells a job*.
- Place the Unit 5 Lesson 1 flashcards on the board and elicit the job words as you do this. Ask *Which job do you think it spells?* Take ideas from the class.
- Books open. Ask students to look at the code and ask *What job is it?* Look at each symbol as a class and spell out *chef* on the board.
- Say *Look at the code under the pictures. What job is it? Write the job here.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is she?* and elicit *She's a firefighter.* etc.

### 2 Look at activity 1. Write.

- Books closed. Point to a job flashcard on the board from activity 1. Ask *Is she/he a doctor?* etc. and elicit *Yes, she/he is.* or *No, she/he isn't.* answers. Write one example of each answer on the board for support.
- Books open. Look at the example in number 1 and do number 2 as a class. Say *Look at picture 2* as you point to the picture. Ask *Is she a firefighter?* to elicit *Yes, she is.*
- Say *Yes! Write the answer here.* As you point to activity 2.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Is she a chef?* To elicit *Yes, she is.* etc.

**Fast finishers**

For fast finishers, ask students to write messages in English using the code from page 94. Their partner must read it and write the English translation.



5 Practice

**1** Look and write.

| ■ | ▲ | ▼ | ◆ | ● | ◗ | ★ | ♠ | ♣ | ♥ | ✈ | ✚ | ✣ | ✦ | ✪ | ❊ | ✿ | ❁ | ❄ | ➡ | ☚ | ⬮ | ✥ | ▶ | ○ | ⬢ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

1 He's a ➡●■▼♠●❁ teacher.

2 She's a ◗♣❁●◗♣★♠➡●❁ firefighter.

3 She's a ◆✪▼➡✪❁ doctor.

4 He's a ▲☚❄ ◆❁♣⬮●❁ bus driver.

5 He's a ❊♣✚✪➡ pilot.

6 She's a ▼♠●◗ chef.

**2** Look at activity 1. Write.

1 Is he a doctor? No, he isn't.

2 Is she a firefighter? Yes, she is.

3 Is she a chef? No, she isn't.

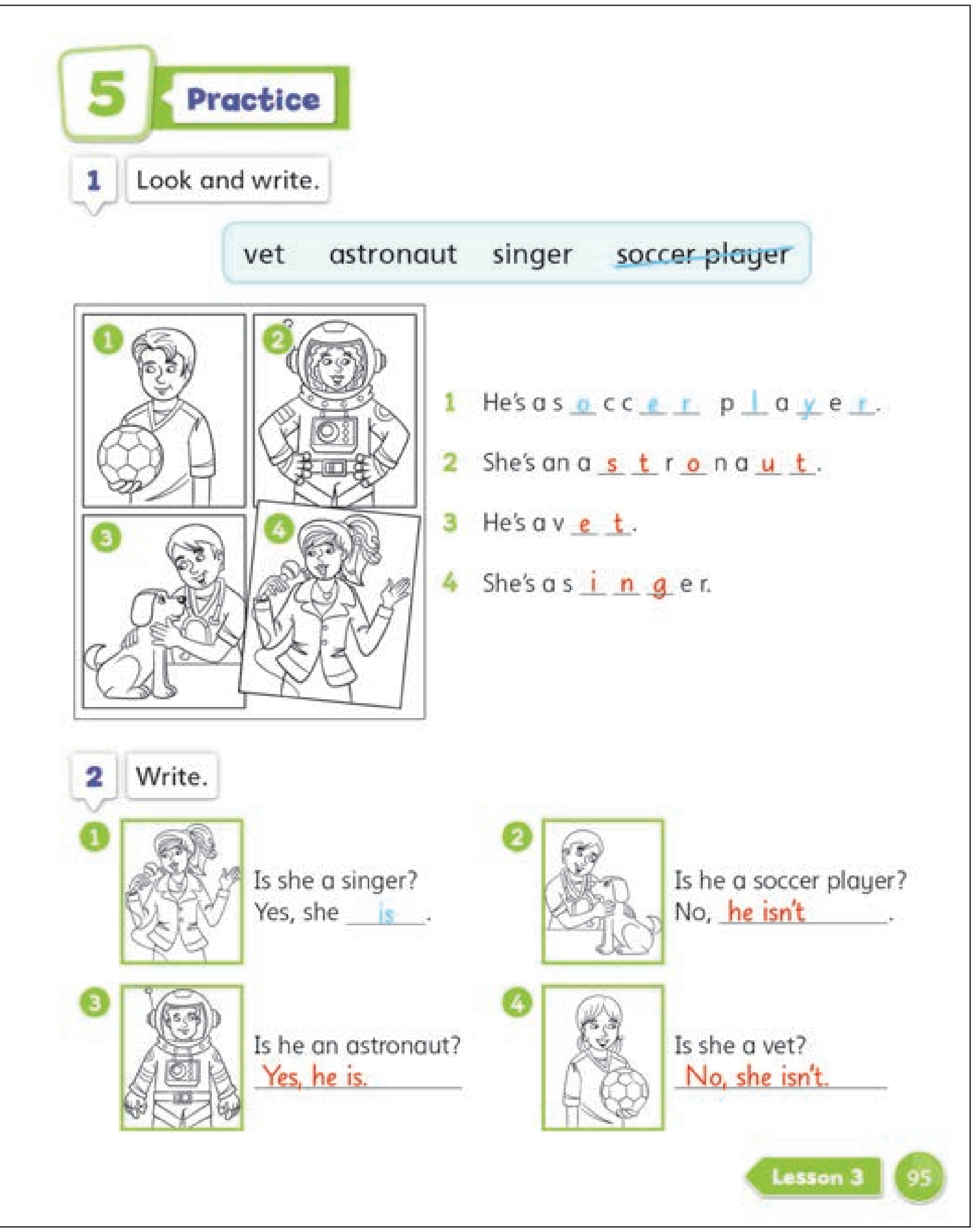
4 Is he a bus driver? Yes, he is.

5 Is he a pilot? Yes, he is.

6 Is she a teacher? No, she isn't.

94 Lesson 2

**Notes**



## 5 Practice

**1** Look and write.

vet astronaut singer ~~soccer player~~

1 He's a soccer player.

2 She's an astronaut.

3 He's a vet.

4 She's a singer.

**2** Write.

1 Is she a singer?
Yes, she is.

2 Is he a soccer player?
No, he isn't.

3 Is he an astronaut?
Yes, he is.

4 Is she a vet?
No, she isn't.

Lesson 3 95

## Lesson 3 page 95

### 1 Look and write.

- Books closed. Place the Lesson 3 flashcards on the board. Point to each picture and ask *How do you spell it?* Elicit from the class and write the spelling next to each picture.
- Books open. Ask students to look at the pictures and ask *What job is it?*
- Say *Look at the picture. Choose the job and write it here.* as you point to the word box and activity.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Is she a soccer player?* and elicit *No, she isn't. She's an astronaut.* etc.

### 2 Write.

- Books closed. Point to the Lesson 3 flashcards on the board and ask *Is she/he a (vet)?* to elicit *Yes, she/he is. No, she/he isn't.* answers. Write these answers on the board to provide support for the activity.
- Books open. Look at the example in number 1 and do number 2 as a class. Say *Look at number 2. Is he a soccer player?* Elicit *No, he isn't.*
- Say *Yes! Look at the picture. Read the question and write the answer.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Is he an astronaut?* to elicit *No, he isn't.* etc.

### Fast finishers

For fast finishers, in activity 2 ask students to write the correct job in sentences where they answered *no*, e.g. 2 *Is he a soccer player? No, he isn't. He's a vet*. etc.
With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

### Notes

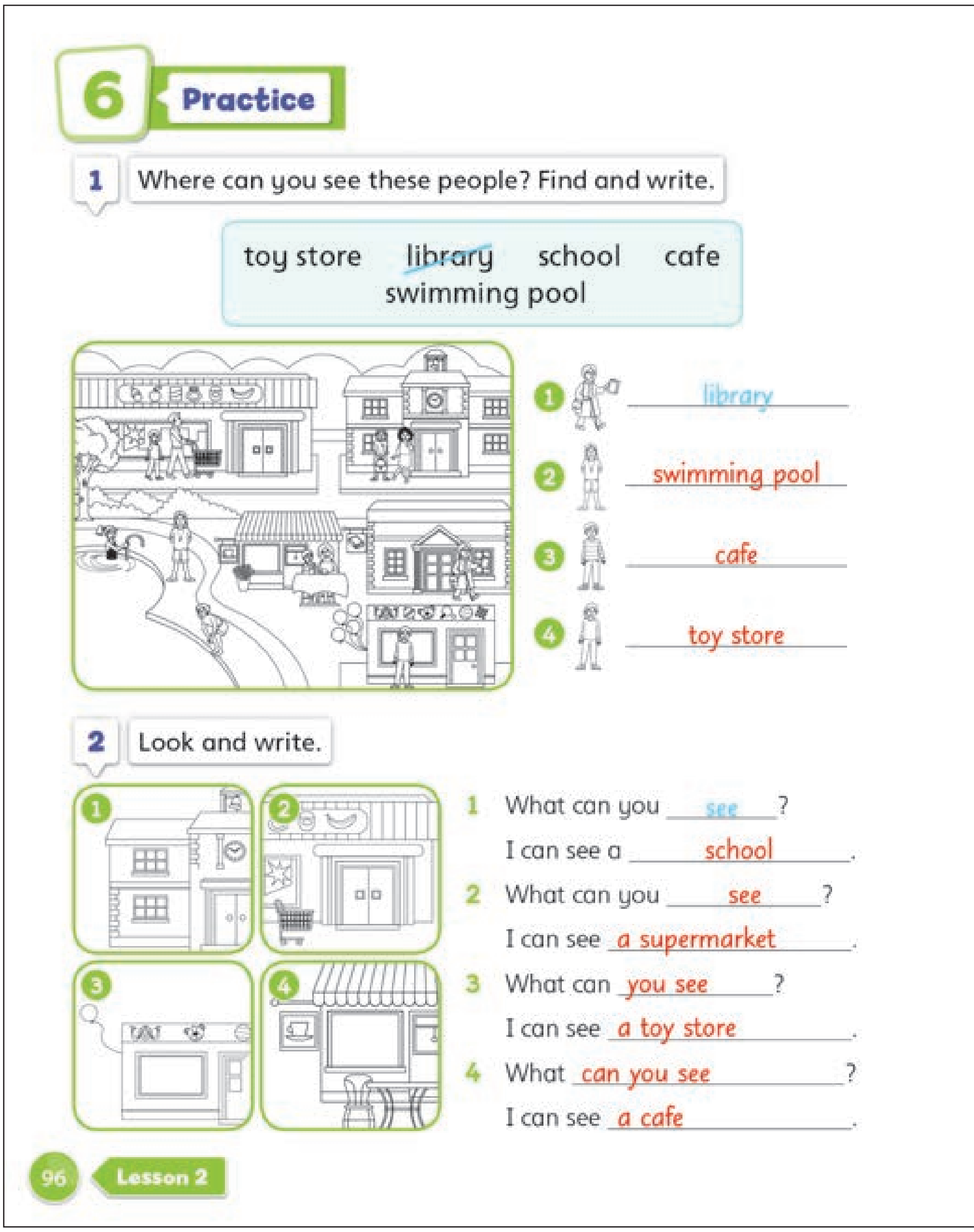
# Unit 6 My Town
## Lesson 2 page 96

### 1 Where can you see these people? Find and write.

- Books closed. Hand out Lesson 1 flashcards to students. Ask students to hold the flashcards up so the class can see them. Ask *Where is Federica?* The class looks for Federica and the flashcard she is holding. They say the correct place in town, e.g. *Supermarket!* Repeat with the remaining flashcards and students.
- Books open. Ask students to read the town words in the word box.
- Look at the example in number 1 and do number 2 as a class. Say *Look at the lady. Where can you see her here?* as you point to the town picture. Ask students to point to her in the picture and say the correct place, e.g. *swimming pool.*
- Say *Yes! Find these people in the picture and write the place here.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *Where is she?* and elicit *cafe.* etc.

### 2 Look and write.

- Books closed. Place the Lesson 1 flashcards on the board with half of each flashcard covered with a piece of paper. Point to the first flashcard and ask *What can you see?* Elicit *I can see a (toy store).* Repeat with each flashcard.
- Books open. Do number 1 as a class. Say *Look at number 1. What can you see?* Elicit *I can see a school.*
- Say *Yes! Look at the picture and write the answer here.* Refer students to the spelling of the places in the activity 1 word box.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What can you see?* and elicit *I can see a toy store*, etc.



**6 Practice**

**1** Where can you see these people? Find and write.

toy store ~~library~~ school cafe
swimming pool

1 library
2 swimming pool
3 cafe
4 toy store

**2** Look and write.

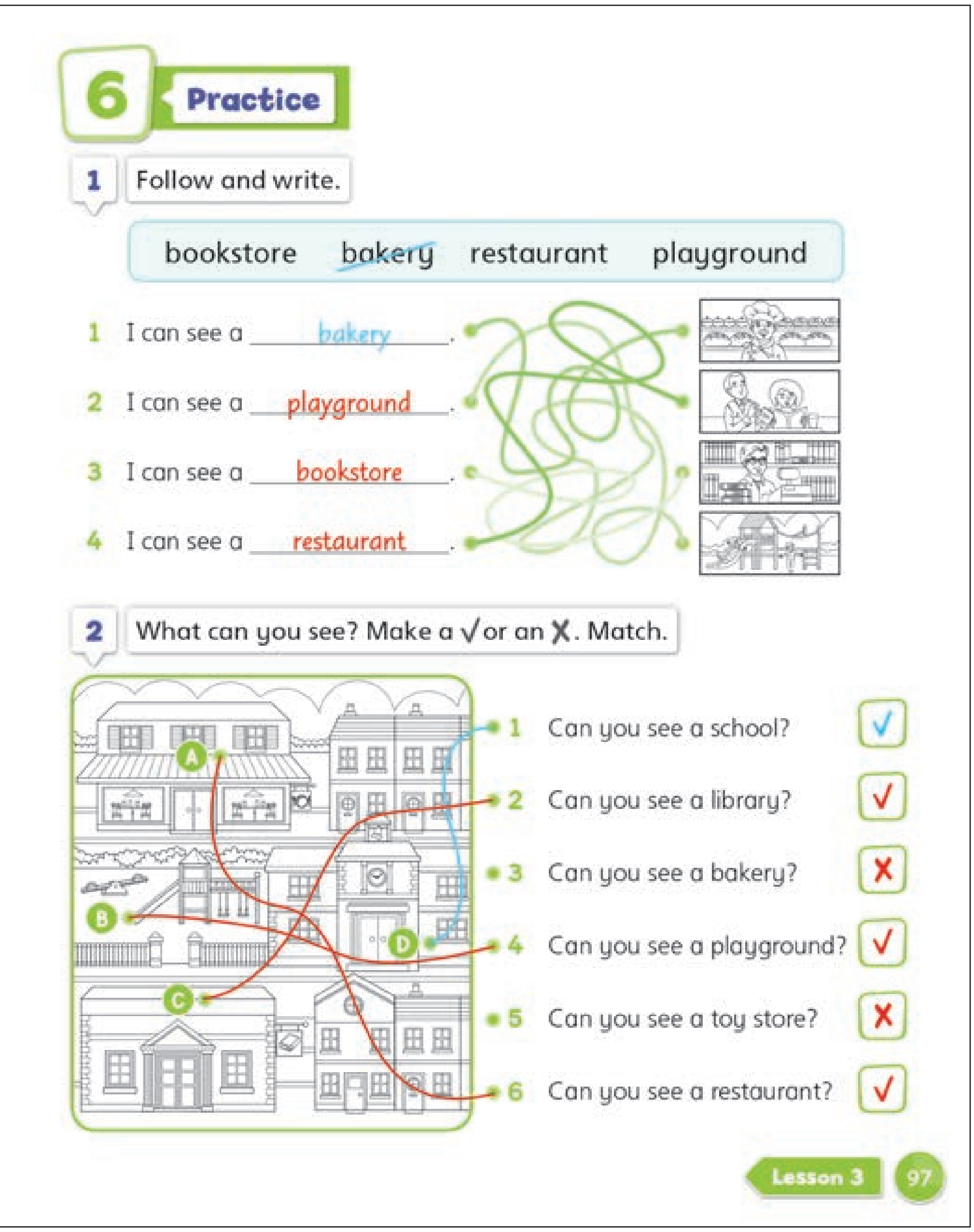
1 What can you see?
I can see a school.
2 What can you see?
I can see a supermarket.
3 What can you see?
I can see a toy store.
4 What can you see?
I can see a cafe.

96 Lesson 2

### Fast finishers

For fast finishers, hand out Lesson 1 flashcards to small groups of four to five students and ask them to play *Little by little* together. See Ideas Bank (Teacher's Book page 140) for instructions.
With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

### Notes



## 6 Practice

**1** Follow and write.

bookstore ~~bakery~~ restaurant playground

1 I can see a bakery.
2 I can see a playground.
3 I can see a bookstore.
4 I can see a restaurant.

**2** What can you see? Make a ✓ or an ✗. Match.

1 Can you see a school? ✓
2 Can you see a library? ✓
3 Can you see a bakery? ✗
4 Can you see a playground? ✓
5 Can you see a toy store? ✗
6 Can you see a restaurant? ✓

Lesson 3 97

# Lesson 3 page 97

### 1 Follow and write.

- Books closed. Place Lesson 3 flashcards to the right of the board. Elicit the words for the places as you do this, e.g. *bookstore, bakery,* etc.
- Draw a wiggly line from the left of the board to one of the pictures on the right. Use your finger to follow the line on the board. Ask *What can you see?* Elicit the flashcard word in a sentence, e.g. *I can see a playground*.
- Books open. Ask students to read the town words in the word box.
- Look at the example in number 1 and do number 2 as a class. Say *Read the sentence*. The class reads aloud together. Say *Follow the line to the* … the class shouts *playground!* Say *Yes! Write the word playground here.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What can you see?* and elicit *I can see a bookstore!* etc.

### 2 What can you see? Make a ✓ or an ✗. Match.

- Books closed. Place two Unit 6 flashcards on the board, e.g. *a cafe* and *a bakery*. Point to the cafe and ask *Can you see a playground?* Elicit *No! I can see a cafe*. Say *Yes!* And draw an ✗ next to it. Point to the bakery and ask *Can you see a bakery?* Elicit *Yes!* Say *Yes!* And draw a ✓ next to it.
- Books open. Look at the example in number 1 and do number 2 as a class. Say *Read number 2. Can you see a library?* Elicit *Yes!* Ask the class to ✓ the box.
- Say *Read the sentences.* Make a ✓ for the things you can see or an ✗ for the things you can't see.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What can you see?* to elicit *I can see a playground.* etc.

**Fast finishers**

For fast finishers, hand out Unit 6 flashcards to small groups of four to five students and ask them to play *Little by little* together. See Ideas Bank (Teacher's Book page 140) for instructions.
With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

**Notes**

# Unit 7 Big or Small?
## Lesson 2 page 98

### 1 Find, circle, and match.

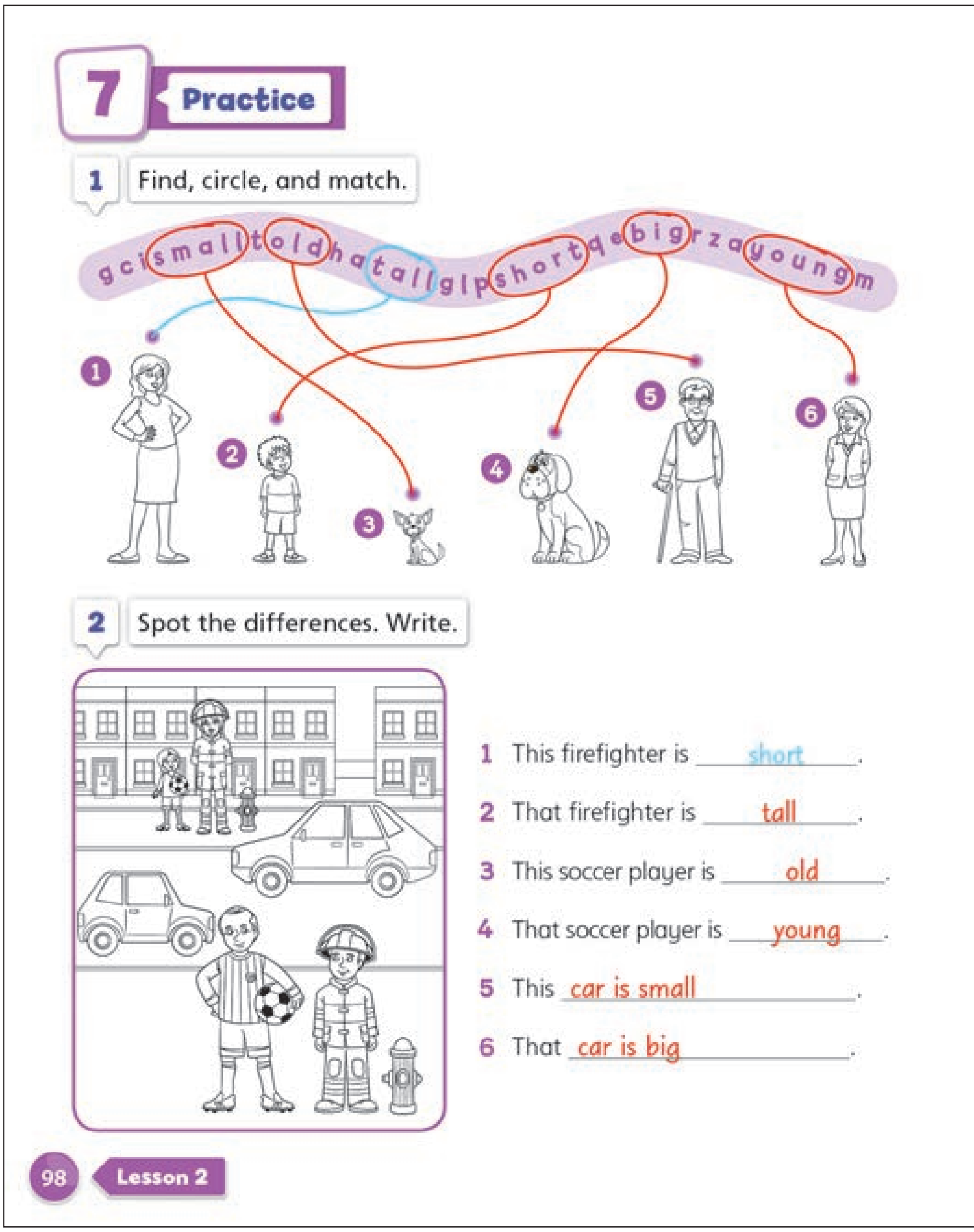
- Books closed. Place Unit 7 Lesson 1 flashcards on the board. Ask *Is this (big) or (small)?* as you point to each picture. Elicit *This is (big)*. Ask *How do you spell big?* Elicit the spelling from the class, e.g. *b, i, g*. Write the word next to the flashcard. Repeat with the remaining flashcards. Use the sentence *that* for those flashcards you're standing further from, e.g. *Is that (young) or (old)? That is (old)*. etc.
- Books open. Ask students to look at the pictures and say *This (lady) is …* to elicit the adjectives, e.g. *tall*, etc.
- Say *Look at the word snake. Find the describing words in the snake and circle them. Match them to the correct picture.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Say *This boy is …* and elicit *short*. Ask *How do you spell short?* and elicit the spelling, e.g. *s, h, o, r, t*. Etc.

### 2 Spot the differences. Write.

- Books open. Say *Look at the picture. Can you see a tall firefighter?* Elicit *Yes, I can* and ask students to point to him. Ask *Can you see a short firefighter?* Elicit *Yes, I can*. And ask the class to point to him. Say *This firefighter is short. That firefighter is tall. They are different!*
- Look at the example in number 1 and do number 2 as a class. Say *Read number 2. Look at the picture. That firefighter is …* Elicit *tall!*
- Say *Yes! Read the sentences and spot the differences. Write the word here.* Refer students to the spelling of the words in activity 1.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from confident pairs of students or the whole class.

**Fast finishers**

For fast finishers, put students into pairs. Ask them to look at pictures from Units 1–7 in their Student Books and describe them together, using Lesson 1 and 2 language, e.g. *That girl is short. This mother is tall*, etc.



7 Practice

1 Find, circle, and match.

gcismalltoldhatallglpshortqebigrzayoungm

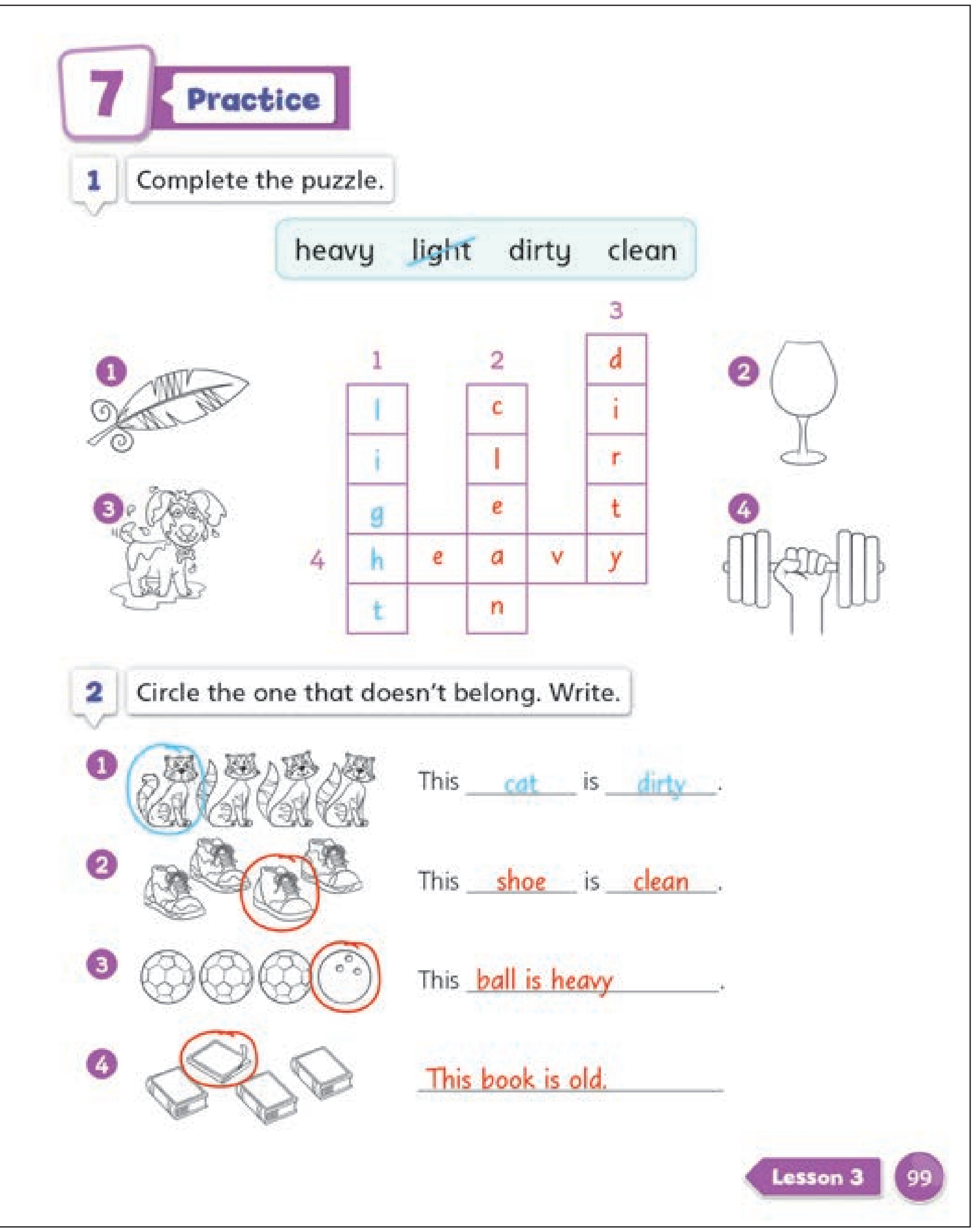
1 2 3 4 5 6

2 Spot the differences. Write.

1 This firefighter is short.
2 That firefighter is tall.
3 This soccer player is old.
4 That soccer player is young.
5 This car is small.
6 That car is big.

98 Lesson 2

## Notes



**7 Practice**

**1** Complete the puzzle.

heavy ~~light~~ dirty clean

**2** Circle the one that doesn't belong. Write.

1 This cat is dirty.

2 This shoe is clean.

3 This ball is heavy.

4 This book is old.

Lesson 3 99

## Lesson 3 page 99

### 1 Complete the puzzle.

- Books closed. Place Unit 7 flashcards on the board. Elicit the words as you do this and ask the class to spell them to you, e.g. *heavy - h, e, a, v, y,* etc.
- Books open. Ask students to read the words in the word box.
- Look at the example in number 1 and do number 2 as a class. Say *Look at picture 2. What is it?* Elicit *It's clean.* Say *Yes! Write clean in the puzzle here.*
- Say *Look at the pictures and write the words in the puzzle.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What is this?* and elicit *This is dirty.* etc.

### 2 Circle the one that doesn't belong. Write.

- Books closed. Draw three big circles and one small circle on the board. Ask *Which one doesn't belong?* Elicit *small circle!* Say *Yes! This circle is small.* Repeat with another diagram with a less confident class, e.g. three tall girls and one short girl.
- Books open. Ask the class to tell you the objects they can see to the left, *books, shoes, balls*, and *cats*.
- Look at the example in number 1 and do number 2 as a class. Say *Look at the picture. Which shoe is the one that doesn't belong?* Ask students to point. Say *Read number 2, This shoe is clean.*
- Say *Circle the one that doesn't belong. Write the sentence using the picture word and the describing word.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.

- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class.

**TEACHING TIP**

With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

**Notes**

# Unit 8 Our Faces

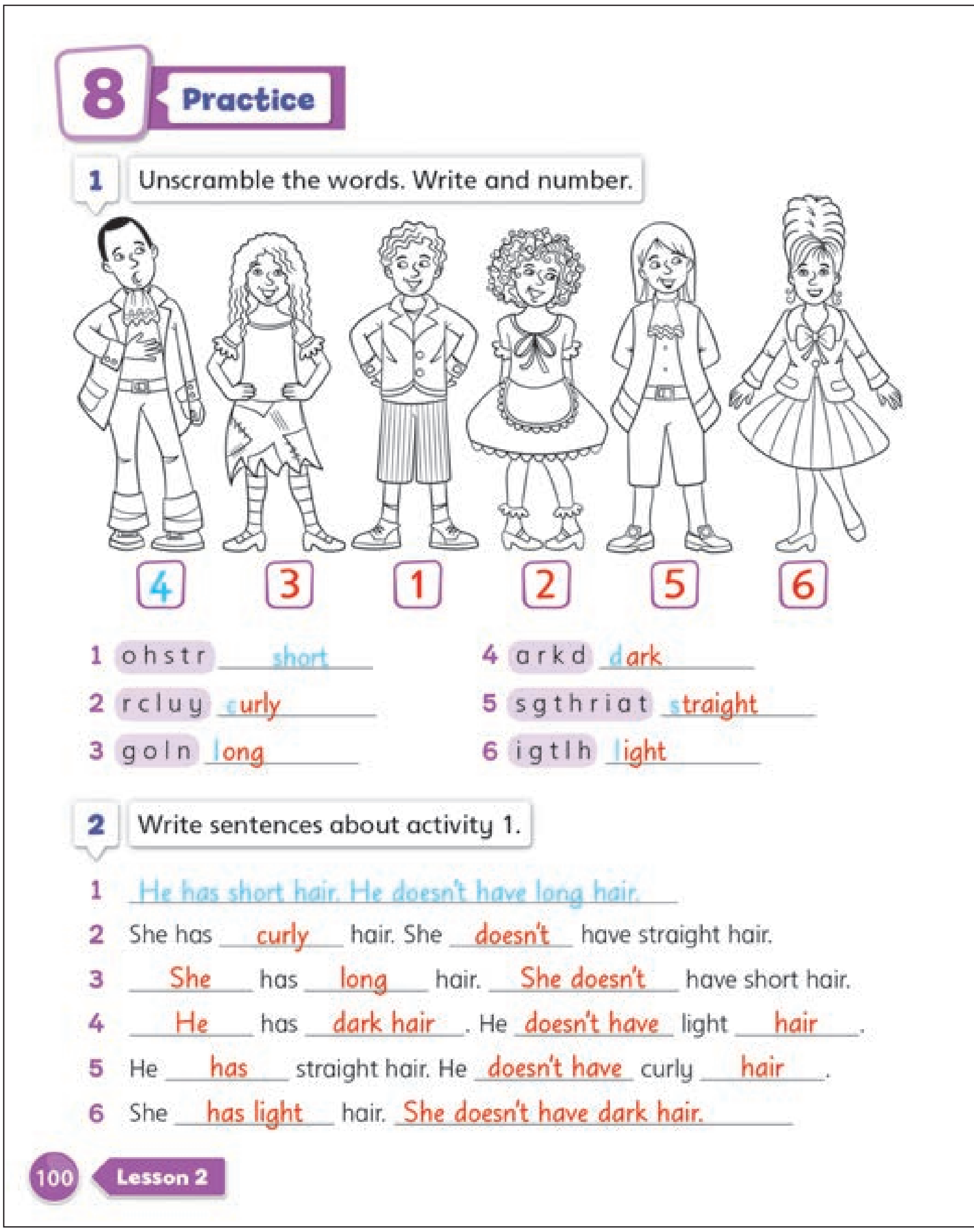
## Lesson 2 page 100

### 1 Unscramble the words. Write and number.

- Books closed. Place Unit 8 Lesson 1 flashcards on the board. Elicit the words as you do this and ask the class to spell them to you, e.g. *dark – d, a, r, k,* etc.
- Books open. Ask students to look at the pictures and describe the people's hair to their partner or as a class, e.g. *It is dark hair,* etc.
- Look at the example in number 1 and do number 2 as a class. Say *Look at number 2. What word is it? Curly!* Say *Yes! Spell curly here.*
- Say *Unscramble the words 2, 3, 4, 5, and 6.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from the whole class. Ask *Number 3?* To elicit *long!* etc.
- Say *Write the number from each word next to the correct picture.* Ask *Who has short hair?* The students point. Say *Yes! Write number 1 here.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout. Check answers as the students do the activity.

### 2 Write sentences about activity 1.

- Books closed. Point to a Unit 8 flashcard on the board from activity 1. Say *She has long hair. She doesn't have short hair.* Repeat with another flashcard and elicit the sentence from the class. Write it on the board.
- Books open. Say *Look at picture 1.* As you point to the picture. Say *He has short hair. He doesn't have long hair.*
- Say *Look at picture 2. Say the sentence.* Elicit *She has curly hair. She doesn't have straight hair.*
- Say *Yes! Write the sentence here.* as you point to activity 2.
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class.



**8 Practice**

**1** Unscramble the words. Write and number.

4 3 1 2 5 6

1 ohstr short
2 rcluy curly
3 goln long
4 arkd dark
5 sgthriat straight
6 igtlh light

**2** Write sentences about activity 1.

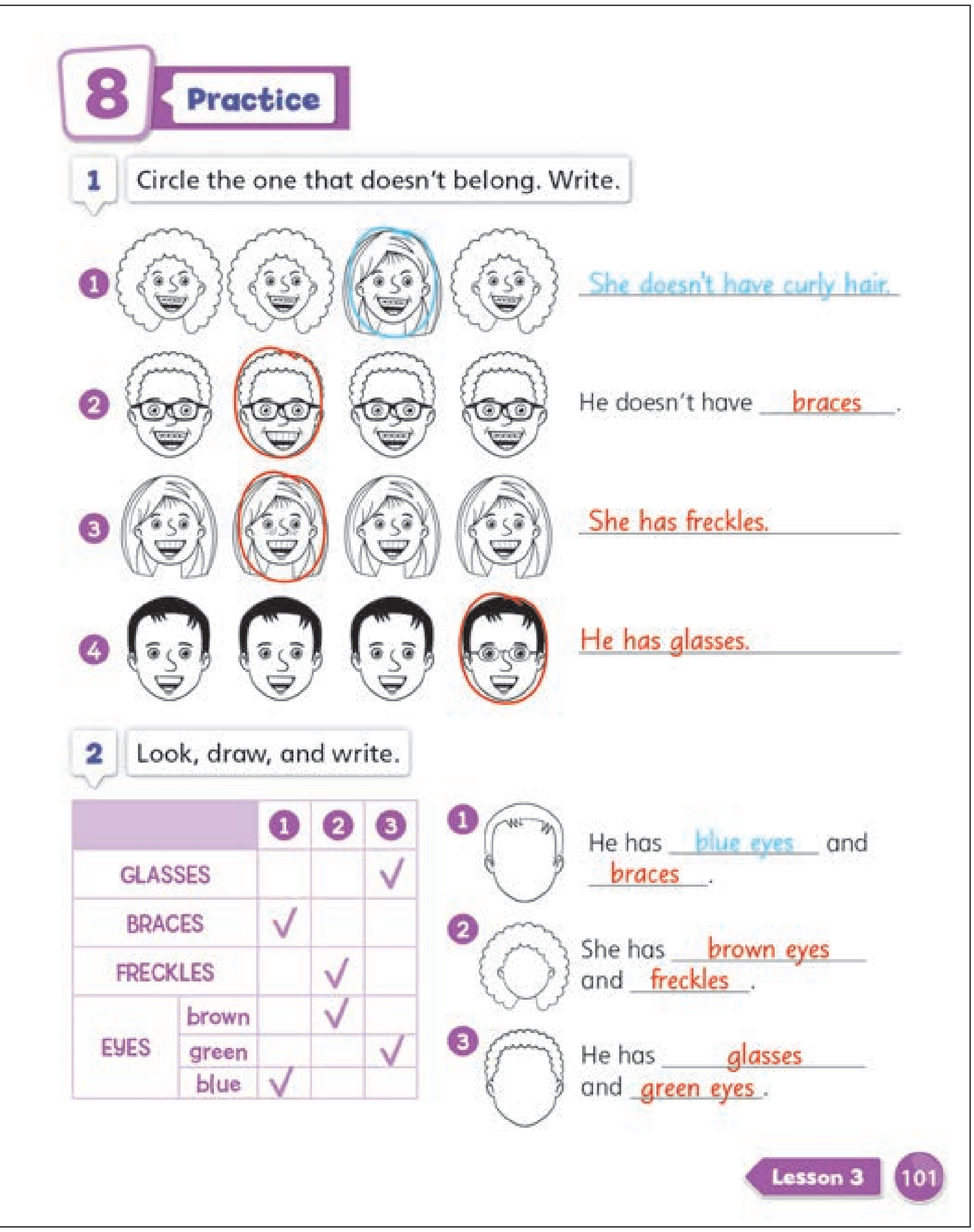
1 He has short hair. He doesn't have long hair.
2 She has curly hair. She doesn't have straight hair.
3 She has long hair. She doesn't have short hair.
4 He has dark hair. He doesn't have light hair.
5 He has straight hair. He doesn't have curly hair.
6 She has light hair. She doesn't have dark hair.

100 Lesson 2

**TEACHING TIP**

With a more confident class, ask students, or pairs of students, to come to the front and write their answer on the board for the rest of the class to see. They should use their books to help them. Praise their work.

**Notes**



**8** **Practice**

**1** Circle the one that doesn't belong. Write.

① She doesn't have curly hair.

② He doesn't have braces.

③ She has freckles.

④ He has glasses.

**2** Look, draw, and write.

| | | ① | ② | ③ |
|---|---|---|---|---|
| GLASSES | | | | ✓ |
| BRACES | | ✓ | | |
| FRECKLES | | | ✓ | |
| EYES | brown | | ✓ | |
| | green | | | ✓ |
| | blue | ✓ | | |

① He has blue eyes and braces.

② She has brown eyes and freckles.

③ He has glasses and green eyes.

Lesson 3 101

## Lesson 3 page 101

### 1 Circle the one that doesn't belong. Write.

- Books closed. Draw three girls with curly hair and one girl with straight hair on the board. Ask *Which one is the one that doesn't belong?* Elicit *Straight hair!* Say *Yes! Why?* Elicit *She doesn't have curly hair.* Repeat with another diagram with a less confident class, e.g. three girls with glasses and one girl without.
- Books open. Ask the class to describe the people they can see to the left, e.g. *braces, freckles.* etc.
- Look at the example in number 1 and do number 2 as a class. Say *Look at the picture. Which one is the one that doesn't belong?* Ask students to point. Ask *Why?* Elicit *He doesn't have braces.*
- Say *Yes! Circle the one that doesn't belong. Write the sentence using doesn't have.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class.

### 2 Look, draw, and write.

- Books open and pencils down. Say *Look at the table.* Ask *What does number 1 have?* Elicit *braces and blue eyes*. Say *Yes! Can you say that in a sentence, please?* Elicit *He has blue eyes and braces.* Write it on the board.
- Say *Look at number 1. Complete the sentence.*
- Say *Look at the table and write sentences for number 2 and number 3.*
- With a less confident class, ask students to work in pairs. With a more confident class, ask students to work independently. Then, ask students to check their answers in pairs before giving feedback.
- Monitor and help throughout.
- Elicit answers from pairs of students or the whole class. Ask *What does she have?* to elicit *She has brown eyes and freckles.* etc.

**Fast finisher**

For fast finishers, ask them to describe a person in class, saying what they do or don't have, e.g. *She has brown, curly hair and glasses.* Their partner guesses who they are talking about, *It's Sarah!* etc.

**Notes**

# Ideas Bank

## Vocabulary games

All of the following games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to revise lexical sets which you have already presented. Any one of them would make a useful warmer or finisher routine for your class. Consider this section as a bank of flexible Warmer and Finisher resources.

## Flashcard games

### *Little by little*

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly to reveal the card and ask students: *What is it?* Carry on revealing the flashcard, pausing to ask students *What is it?* and to allow the class to offer their ideas. Repeat with another flashcard when a student guesses correctly.

### *Mystery flashcard*

Put a flashcard inside a large envelope and show the class the envelope. Ask students to draw what they think is inside the envelope. When everyone has finished, ask students to say what they have drawn. Then open the envelope and reveal the mystery flashcard.

### *Fast flashcards*

Show a set of flashcards, one after the other, fairly fast. As you run through each flashcard say the word for one of the flashcards. Students call "stop" when the word and the picture match.

### *Find the flashcards*

Ask five students to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five students back into the room and ask them to find the missing flashcards and say what they are.

### *Pass the flashcards*

Arrange students in a circle and hand out the flashcards to different students. Play a song from the Class Audio CD while students pass the flashcards around the circle. Stop the music at random points. Each student with a flashcard holds it up and says the correct word. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

### *Kim's game*

Put up a set of flashcards on the board. Point to each flashcard and ask the class: *What is it?* Repeat the correct word for each flashcard with students. Then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

### *What number is it?*

Put up a set of flashcards of words you want to review with students. Below each one put a number flashcard. Say the name of a toy and ask: *What number is it?* Alternatively, say the number and ask: *What is it?*

### *Mime the word*

Divide the class into two teams. Tell one team to choose a flashcard/word from the new vocabulary set and mime the word for the opposite team. If the opposite team guesses the word correctly and pronounces the word correctly, they score a point, otherwise the point goes to the team performing the mime.

### *Which one is missing?*

Tell students to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give students a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell students to turn back and ask them which flashcard is missing. The student who guesses first has a turn to remove one of the flashcards. Repeat several times.

### *Odd one out*

Choose three flashcards from one lexical set (e.g. toys) and one card from a different category (e.g. classroom objects). Children have to say which flashcard does not belong with the others in the group.

### *Watch my lips*

This activity helps students to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to students that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. The student who points to the correct flashcard can try saying a word silently for the rest of the class to guess.

### *Hit the card*

Put up three or more flashcards on the board. Then invite three students to the front of the class and stand them in a line facing the board (don't position them too close). Give each of the students a small sponge ball and explain that the game is a bit like hitting the target. (Instead of sponge balls, you could use any small soft object, or make paper balls.) Say the word for one of the flashcards on the board. The players have to throw their ball at the right card and try to hit it.

### *What card is it?*

Hide a flashcard behind your back and ask the class: *What card is it*? Listen to their answers and then show the flashcard.

### *What card is missing?*

Show a set of flashcards one after the other. Then take one out and show the set again. Children have to identify the one that is missing.

### *Guess the flashcard*

Put up the flashcards on the board face down, and write a number next to each one. Ask the class: *What's number (one)?* Invite a student to the front of the class and ask him/her to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the student guessed right. If the student guesses correctly, turn the card face up. If the student does not guess the flashcard, leave it where it is and invite another student to guess. Continue the game until all the flashcards have been guessed and are face up.

### *Walk to the card*

Put up a few flashcards around the classroom. Explain that you are going to name the flashcards one after the other. Choose two or three students to walk as quickly as they can to the flashcard you name and stand next to it. The first person to the card is the winner.

### *Change places*

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards. Position the groups near their flashcard. Name two flashcards. Children in those two groups have to move and change places.

### *Musical flashcards*

Put up some flashcards around the classroom and play some music. Children wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

### *True or False*

Bring in two shoe boxes. Label one box with a big check and the other box with a big X. Invite two students to the front of the class. Position them at some distance from the boxes and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, students have to throw their ball into the box with the check on the side. If not, they throw it into the box with the X on the side. This can also be played as a team game with one team member playing against a student from the other team. The player who throws the ball into the correct box wins a point for the team.

### *Tic-Tac-Toe*

Divide the class into two teams. Draw a 3x3 grid on the board and stick a flashcard in each cell. Each team takes a turn saying a word for one of the flashcards. If they are correct, they draw an X or an O in the cell. The first team to get three in a row wins.

### *Yes or No*

Hold up flashcards from previous lessons and say a word (sometimes the correct word, and sometimes the wrong word). Children say whether or not the word matches the flashcard (*Yes* or *No*). Invite students to hold up flashcards and say correct or incorrect words for the rest of the class.

### *Four in a row*

Invite a student (or a pair of students) to the front of the class. Hand the student (or students) four flashcards from previous lessons. Call out the words for the flashcards. The student (or students) stick(s) the cards on the board in the correct order. Repeat with other students and other flashcards.

## Other word games

### *Draw and guess*

Divide the class into two teams. Start drawing a known item on the board. Children from each team call out and guess what the item is. The student who guesses correctly wins a point for their team and takes a turn to draw an item on the board. If you have different colored pens, use them and ask students to name the colors too.

### *Memory game*

Place various classroom objects of different colors on your desk. Invite students to look at the items for one minute and try to remember all the objects and what color they are. Cover or remove the items on your desk. Invite students to name as many objects (with their colors) as they can remember.

### *How many?*

Draw a number (1–10) of simple objects (balls, flowers, apples, etc.) on the board. Ask students around the class to count the objects and say the correct number. This can also be played as a team game.

### *Bingo!*

Ask students to draw a 3 x 3 grid. Ask students to write a number or word in each space from a vocabulary set. Call out the numbers or words in a random order. When a student hears their word or number they cross it out. When all of their words or numbers have been crossed out, they shout *Bingo!*

### *Picture Bingo!*

Ask students to draw four vocabulary items from the unit. Call out words from that unit in random order. If a student has the matching picture, they can cross out that picture. The first student to cross out all of their pictures wins the game.

### *Missing numbers*

Write a sequence of four numbers on the board, with one number missing (draw a line for this number to go on). Invite students to come to the board and write the missing number, or to call out the missing number for you to write. If you like, you can use flashcards and ask students to stick the correct flashcard on the board to complete the sequence.

### *Simon Says*

Tell students that if you say 'Simon says' they should follow the instruction you give. If you do not say 'Simon says' they should remain still. Begin by saying e.g. Simon says, touch your nose and check to see if everybody is following the instruction. Give another command. This time without *Simon* says. Check again. Keep giving the class instructions with or without *Simon says*. If students follow an instruction that doesn't start with 'Simon says' or if they fail to do what Simon says, they are out of the game. Play until one student is left.

### *Picture it!*

Describe an animal / a monster / a person / an object to the class and tell them to draw what you are describing. See how accurately the students draw what you are describing. With a more confident class, you can invite a student to describe something to the class.

### *Draw and roll*

Divide the class into two teams. Invite a student from one team to come to the front of the class and draw an item on the board. The students in the other team try to guess the word. If they guess correctly, they can roll a dice. The number on the dice is the number of points they score for their team.

## Card games

### *Pelmanism*

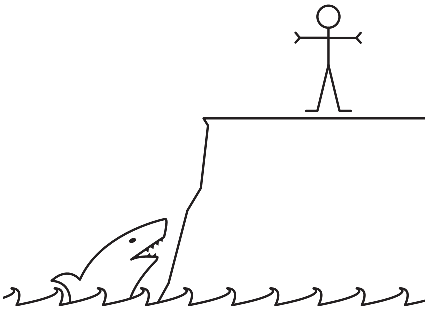
Students place all their cards face down on the table. They take turns to turn over two cards. If the cards show the same word, they can keep the cards. If not, they must turn the cards face down again.

### *One minute race!*

Seat the students in a circle. Set a timer for one minute using iTools on the board, or your phone, or simply use a sand timer. Call out a vocabulary set, e.g. clothes. The students take turns calling out an item of clothing around the circle. They have to try and get around the circle before the minute is up. Alternatively, in a large class, they have to say as many words as they can in one minute. Play the game again. See if they can beat their record with the same vocabulary or you could change to a different set of words.

### *Sharkman*

Draw a set of six steps leading into the sea with a stick man at the top of the steps. Draw a shark's fin poking out of the sea. Think of a word to elicit. Write lines for each of the letters in the word. Ask the students to call out letters they think are in the word, e.g. *E!* If there is an 'e', write it in the correct place in the word. If they don't get it correct, move the stick man down a step toward the sea. The students must try to finish the word before they reach the sea and the shark.

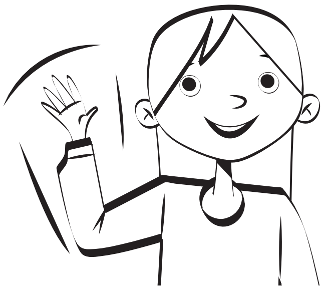


# Lyrics and actions for the *Shine On!* song

## Starter Unit: Hello!

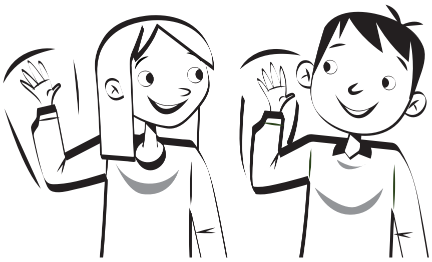
**Hello! Hello.**
**It's English time!**
**Hello! Hello! It's time to shine!**
**Let's be friendly and wave hello!**
**We can shine, shine on!**

*Hello! Hello. It's English time!*



Students raise their hand and wave in time with the music.

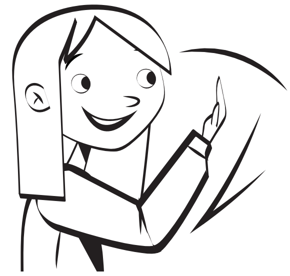
*Let's be friendly and wave hello!*



Students turn to each other and wave. They can wave in pairs or groups, as long as they are looking at each other and waving

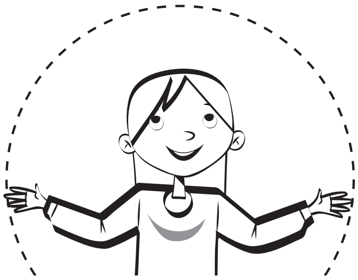
**Come on, everyone!**
**Let's sing our song.**
**Shine on! Shine on!**
**It's time to shine! It's time to shine!**
**Shine, shine on!**

*Come on, everyone!*



Students raise their arm and move their hand as if beckoning someone towards them.

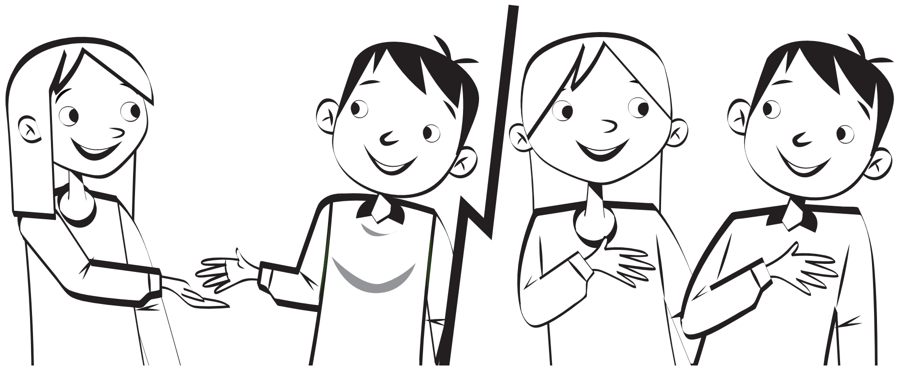
*Shine, shine on!*



Students raise their arms above their heads as if they are drawing a big sun around themselves.

**Hello! Hello.**
**It's English time!**
**Hello! Hello!**
**It's time to shine!**
**Let's work together,**
**you and me.**
**We can shine, shine on!**

*Let's work together, you and me .*



First, students extend their hands towards another child and then then bring them in and touch their chests.

**Come on, everyone! Let's sing our song.**
**Shine on! Shine on!**
**It's time to shine! It's time to shine!**
**Shine, shine on!**
***(Repeat)***

# Wordlist

## Starter Unit
computer game
Do you like (tops)?
I can swim.
I can't sing.
model
No, I don't.
top
Yes, I do.
yo-yo

## Unit 1
behind
bookshelf
clock
closet
door
Have a nice day!
in
in front of
It's on the (bookshelf).
lamp
next to
nightstand
on
poster
rug
See you later!
to the left of
to the right of
toy chest
under
Where's the (clock)?
window

## Unit 2
a
alligator
an
ant
bee
butterfly
chameleon
crab
I'm not sure.
It's a (spider).
It's an (ant).
lizard
mouse
octopus
otter
owl
spider
stick bug
tortoise
What is it?

## Culture 1
Do you like…?
friend
games
I can…
I like…
I'm…
pillow fight
snacks
This is my friend.

## Unit 3
beetle
Can you help me?
caterpillar
flower
hill
Is it a (snail)?
It's an (ant).
ladybug
lake
leaf
mountain
No, it isn't.
ocean
river
rock
snail
tree
valley
Yes, it is.
Yes, of course.

## Unit 4
apple
banana
Can I have (two apples), please?
hamburger
juice
milkshake
orange
peach
pear
pineapple
pizza
sandwich
smoothie
soda
spoon
sugar

## Culture 2
fire
flashlight
I have…
stove
tent
What can you see?

## Unit 5
astronaut
baker
bus driver
chef
doctor
farmer
firefighter
He's a (doctor).
Is she a (vet)?
No, he isn't.
nurse
pilot
She's a (teacher).
singer
soccer player
soldier
teacher
vet
Yes, she is.

## Unit 6
bakery
bookstore
cafe
east
How about you?
I can see…
I'm hungry.
library
Me, too
No, I can't.
north
playground
restaurant
school
south
supermarket
swimming pool
town
toy store
west
What can you see?
Yes, I can.

## Culture 3
building
museum
park
statue

## Unit 7
big
clean
Come on! !
dirty
heavy
light
new
old
short
small
tall
that
That clown is tall.
this
This dog is small.
Wait for me!
young

## Unit 8
(blue) eyes
braces
curly hair
dark hair
freckles
glasses
He has (short hair).
I have (dark hair).
light hair
long hair
She doesn't have (green eyes).
short hair
straight hair
Thank you!
You look great!

## Culture 4
famous
photo
sculpture
tourists

## St. Patrick's Day
green costumes
Ireland
parade
shamrock

## Thanksgiving
corn
pumpkin pie
sweet potatoes
turkey

# I can ...

## Unit 1 My Bedroom

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 words for bedroom objects in English. | ☹ | 😐 | ☺ |
| 💬 | I can talk where something is using *on*, *in*, *under*, and *next to* in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about a bedroom in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 2 Wild Animals

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 new animal words in English. | ☹ | 😐 | ☺ |
| 💬 | I can use *a* or *an* to talk about animals in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about animals in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 3 Nature

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 nature words in English. | ☹ | 😐 | ☺ |
| 💬 | I can ask and answer about nature words in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about nature in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 4 Fabulous Food

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 new food words in English. | ☹ | 😐 | ☺ |
| 💬 | I can ask for food in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about food in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

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## Unit 5 Is He a Chef?

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 job words in English. | ☹ | 😐 | ☺ |
| 💬 | I can talk about a person's job using *He's a* or *She's a* in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about jobs in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 6 My Town

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 words for places in a town in English. | ☹ | 😐 | ☺ |
| 💬 | I can talk about places I can see in a town in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about a town in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 7 Big or Small?

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 describing words in English. | ☹ | 😐 | ☺ |
| 💬 | I use *this* and *that* to describe people and things in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about a yard in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

## Unit 8 Our Faces

| | | | | |
|---|---|---|---|---|
| A-Z | I can say 10 words for describing faces in English. | ☹ | 😐 | ☺ |
| 💬 | I can describe a person's face in English. | ☹ | 😐 | ☺ |
| 🎵 | I can sing a song about faces in English. | ☹ | 😐 | ☺ |
| 📖 | I can understand a story in English. | ☹ | 😐 | ☺ |

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# Workbook Answer Key

## STARTER UNIT

### Lessons 1 and 2 Vocabulary and Grammar

**1 Draw and write.**
1 yo-yo
2 computer game
3 top
4 model

**2 Write questions and answers. Use *Yes, I do* or *No, I don't*.**
1 Do you like dolls? Yes, I do.
2 Do you like trains? No, I don't.
3 Do you like ducks? Yes, I do.
4 Do you like milk? No, I don't.

### Lesson 3 Story

**1 Match. Number the pictures.**
1 Do you like dogs? No, I don't.
2 Hi! What's your name? I'm Sam.
3 Do you like candy? Yes, I do.
Picture numbering: 2, 1, 3

## UNIT 1

### Lesson 1 Vocabulary

**1 Look and match.**
1 clock
2 door
3 window
4 bookshelf
5 closet
6 lamp

**2 Look at activity 1 and the pictures below. Write.**
1 clock
2 closet
3 lamp
4 window
5 bookshelf
6 door

### Lesson 2 Grammar

**1 Look and read. Make a ✓ or an ✗.**
1 ✗
2 ✓
3 ✓
4 ✗
5 ✗
6 ✓

**2 Look, read, and write.**
1 on
2 Where's, in
3 Where's the, next to the
4 Where's the, It's under the
5 Where's the, It's under the

### Lesson 3 Story

**1 Choose and write.**
1 under, rug
2 in, toy chest
3 See, later
4 Have, nice

### Lesson 3 Everyday English

**1 Look, read, and match.**
b

**2 Read and circle.**
nice

**3 Look at activity 1. Write.**
1 See, later 2 Have, day

### Lesson 4 CLIL

**1 Look, read, and write.**
1 to the right of
2 in front of
3 to the left of
4 behind

**2 Look, read, and circle.**
1 It's in front of
2 It's behind
3 It's to the right of
4 It's to the left of

### Review

**1 Look and write.**
1 a poster
2 a clock
3 a rug
4 It's a window.
5 It's a toy chest.
6 It's a closet.

**2 Look at activity 1. Read and write questions. Then circle.**
1 Where's the toy chest?, on
2 Where's the chair?, in front of
3 Where's the bed?, next to
4 Where's the rug?, next to
5 Where's the poster?, in
6 Where's the nightstand?, under

## UNIT 2

### Lesson 1 Vocabulary

**1 Look and read. Circle.**
1 otter
2 tortoise
3 alligator
4 mouse
5 owl
6 lizard

**2 Look, read, and write.**
1 owl
2 mouse
3 alligator
4 lizard
5 otter
6 tortoise

### Lesson 2 Grammar

**1 Read and write *a* or *an*.**
1 a
2 an
3 a
4 an
5 an
6 a

**2 Follow and write.**
1 It's a lizard.
2 It's a mouse.
3 It's an alligator.
4 It's a tortoise.
5 It's an otter.
6 It's an owl.

### Lesson 3 Story

**1 Write and match.**
1 b 2 s 3 a 4 b

**2 Order the story. Choose and write.**
4 spider 5 spiders 2 It's
1 bee 6 a an

### Lesson 3 Everyday English

**1 Write the words in order.**
I'm not sure.

**2 Look, read, and match.**
1 What is it? / I'm not sure.
2 See you later, Sally. / Have a nice day!

### Lesson 4 CLIL

**1 Unscramble the words. Write.**
1 octopus
2 crab
3 chameleon
4 stick bug

**2 Look and read. Circle and draw.**
1 The chameleon and the stuck bug live on land.
2 The octopus and the crab live in the ocean.

### Review

**1 Look and circle. Write.**
1 a lizard
2 a butterfly
3 an otter
4 a spider
5 a bee
6 an ant

**2 Look and write.**
1 It's an owl.
2 It's a tortoise.
3 It's an otter.
4 It's an alligator.
5 It's a lizard.
6 It's a mouse.

## REVISION 1

### Vocabulary

**1 Look and follow. Write.**
1 lamp
2 mouse
3 spider
4 clock
5 door
6 lizard
7 rug
8 closet

**2 Look and write. Circle the odd one out.**
1 night**st**and, book**sh**elf, a**nt**
2 b**ee**, la**mp**, bu**tt**erfly
3 wind**ow**, **al**ligator, tort**oi**se
4 pos**te**r, o**wl**, **toy ch**est

## Grammar

**3 Look and read. Write questions and answers.**
1 Where's the toy chest? It's in front of the bed.
2 Where's the duck? It's next to the horse.
3 Where's the window? It's behind the bed.
4 Where's the teddy? It's under the bed.
5 Where's the monkey? It's on the chair.
6 Where's the computer game? It's in the toy chest.

**4 Look, read, choose, and write. Use *It's a* or *It's an*.**
1 It's an otter.
2 It's a bookshelf.
3 It's an alligator.
4 It's a nightstand.

# UNIT 3

## Lesson 1 Vocabulary

**1 Find and circle five more words.**
tree, leaf, lake, river, flower, rock

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| C | **T** | **R** | **E** | **E** | F | X | C | D |
| Z | Y | N | J | E | Y | **F** | K | H |
| M | W | V | O | M | V | **L** | Z | **R** |
| A | N | T | G | Q | F | **O** | L | **O** |
| **L** | **A** | **K** | **E** | Z | N | **W** | H | **C** |
| D | N | Y | W | G | A | **E** | T | **K** |
| R | N | X | U | G | F | **R** | U | H |
| S | Z | F | **R** | **I** | **V** | **E** | **R** | Z |
| G | O | R | **L** | **E** | **A** | **F** | D | H |

**2 Look at activity 1. Write.**
1 tree
2 rock
3 river
4 lake
5 flower
6 leaf

## Lesson 2 Grammar

**1 Order the words. Write questions.**
1 Is it a clock?
2 Is it an owl?
3 Is it a flower?
4 Is it an ant?

**2 Look and read. Write questions and answers.**
1 No, it isn't.
2 Yes, it is.
3 Is it a butterfly?
4 No, it isn't.
5 No, it isn't.
6 Is it an ant?

## Lesson 3 Story

**1 Unscramble the words. Order the story. Then draw.**
1 beetle 2 snail 3 caterpillar
4 ladybug
3, ladybug, 2, caterpillar, 1, snail

**2 Read and match.**
1 Yes, of course!
2 Yes, it is.
3 No, it isn't. It's a snail.
Picture numbering: 3, 2, 1

## Lesson 3 Everyday English

**1 Look, read, and circle.**
Can you of

**2 Look and read. Write and say.**
Have a nice day!
What is it?
Yes, of course.

## Lesson 5 Geography

**1 Unscramble the words. Write and number.**
hill, 3
valley, 2
ocean, 1
mountain, 4

**2 Read and match. What's Lucy's favorite picture?**
2

## Review

**1 Look, read, and write.**
1 flower
2 leaf
3 lake
4 river

**2 Follow. Write questions and answers.**
1 Is it a mouse? No, it isn't.
2 Is it a snail? Yes, it is.
3 Is it a mouse? Yes, it is.
4 Is it a [students' own answers]? No, it isn't.
5 Is it a [students' own answers]? No, it isn't.

# UNIT 4

## Lesson 1 Vocabulary

**1 Look and unscramble the words. Write.**
1 orange
2 apple
3 peach
4 banana
5 pineapple
6 pear

**2 Look, read, and write.**
I like [students' own answers].
I don't like [students' own answers].

## Lesson 2 Grammar

**1 Look, read, and write.**
1 two pears
2 seven apples
3 four oranges
4 six bananas
5 three pineapples
6 five peaches

**2 Follow, count, and write.**
1 Can / five models
2 eight books, please?
3 Can I have three posters, please?
4 Can I have two computer games, please?
5 Can I have six pears, please?

## Lesson 3 Story

**1 Find and circle. Write.**
1 pizza
2 sandwich
3 milkshake
4 hamburger

**2 Look at activity 1 and the pictures below. Write.**
1 hamburger
2 milkshake
3 pizza
4 sandwich

## Lesson 3 Everyday English

**1 Look and write.**
Girl: Can I have two milkshakes, please? Thank you.
Boy: Yes, of course. Here you go.

**2 Order the words and write. Match.**
1 Can you help me?
Yes, of course.
2 What is it?
I'm not sure.
3 Here you go.
Thank you.
4 See you later.
Have a nice day!

## Lesson 4 CLIL

**1 Unscramble the words. Read. Then write *Yes* or *No*.**
1 soda / Students' own answers.
2 juice / Students' own answers.
3 water / Students' own answers.
4 smoothies / Students' own answers.

**2 Look and write.**

1 water
2 smoothies
3 juice
4 soda

## Review

**1 Look, count, and write.**

three apples, five pineapples, nine oranges, eight bananas, six pears, four peaches

**2 Look, read, and write.**

1 Can I have a pizza and a milkshake
2 Can I have three sandwiches
3 Can I have two hamburgers and a milkshake
4 Can I have a pizza and a banana

# REVISION 2

## Vocabulary

**1 Match and write.**

1 lake
2 caterpillar
3 river
4 ladybug
5 flower

**2 Look and write.**

fruit: pear, peach, banana, orange
other food: pizza, hamburger, sandwich

## Grammar

**3 Write questions. Look and answer.**

1 Is it an No, it isn't.
2 Is it a No, it isn't.
3 Is it a Yes, it is.
4 Is it a No, it isn't.
5 Is it a Yes, it is.
6 Is it a Yes, it is.

**4 What are they asking for? Look and write.**

1 Can I have three pears, please?
2 Can I have two milkshakes, please?
3 Can I have four bananas, please?
4 Can I have three ice creams, please?
5 Can I have five flowers, please?

# UNIT 5

## Lesson 1 Vocabulary

**1 Find and circle. Look and write.**

1 chef
2 bus driver
3 doctor
4 firefighter
5 teacher
6 pilot

**2 Look and write. Draw.**

1 firefighter
2 doctor
3 chef
4 bus driver
5 pilot
6 teacher

## Lesson 2 Grammar

**1 Look, read, and write.**

1 Yes, she is.
2 No, he isn't.
3 No, he isn't.
4 Yes, she is.
5 Yes, he is.
6 No, she isn't.

**2 Order the words. Write questions. Then answer.**

1 Is he a bus driver? No, he isn't.
2 Is she a chef? Yes, she is.
3 Is he a firefighter? Yes, he is.
4 Is she a doctor? No, she isn't.

## Lesson 3 Story

**1 Look and write.**

1 singer
2 astronaut
3 soccer player
4 vet

**2 Order the story. Choose and write.**

3 singer, 6 astronaut, 4 soccer player, 2 vet, 1 doctor, 5

## Lesson 3 Everyday English

**1 Look, write, and match.**

1 I want to be a vet.
2 I want to be an astronaut.
3 I want to be a bus driver.
4 I want to be a soccer player.
5 I want to be a singer.
6 I want to be a chef.

**2 Look and read. Draw and write.**

I want to be a [students' own answers].

## Lesson 4 CLIL

**1 Unscramble the words. Match.**

1 baker
2 soldier
3 farmer
4 nurse

**2 Look and write.**

1 he's a baker
2 she's a doctor
3 Now, he's a firefighter.
4 Now, she's a vet.

## Review

**1 Look, circle, and write.**

1 I want to be a firefighter.
2 I want to be a soccer player.
3 I want to be a singer.
4 I want to be a vet.
5 I want to be an astronaut.

**2 Look and read. Write questions and answers.**

1 Is he a doctor? No, he isn't.
2 Is she a chef? Yes, she is.
3 Is she a vet? No, she isn't.
4 Is he a singer? Yes, he is.

# UNIT 6

## Lesson 1 Vocabulary

**1 Look, read, and write.**

1 supermarket
2 school
3 swimming pool
4 cafe
5 library
6 toy store

**2 Read and write. Draw.**

1 toy store
2 library
3 cafe
4 school

## Lesson 2 Grammar

**1 Read and write. Look and make a ✓ or a ✗.**

1 I can see a school. ✓
2 I can see a swimming pool. ✓
3 I can see a cafe. ✗
4 I can see a library. ✓
5 I can see a toy store. ✗

**2 Write the question. Look, choose, and write the answers.**

What can you see?
[From left to right]
1 I can see a bus.
2 I can see a tortoise.
3 I can see an apple.
4 I can see a river.
5 I can see a tree.

## Lesson 3 Story

**1 Unscramble the words. Match.**

1 restaurant
2 bakery
3 playground
4 bookstore

**2 Look and read. Make a ✓ or an ✗.**

1 bookstore ✓ bakery ✓ Megabyte ✗
2 restaurant ✓ chef ✗ Megabyte ✓
3 restaurant ✗ playground ✓ Megabyte ✓

## Lesson 3 Everyday English

**1 Look, read, and circle.**

hungry too

**2 Look, read, and write.**

1 hot
2 happy
3 tired
4 cold
5 sad
6 hungry

## Lesson 4 CLIL

**1 Read and match.**

1 north
2 east
3 south
4 west

**2 Look, read, and write.**
1 in the east
2 in the north
3 in the south
4 in the west

## Review

**1 What can you see? Write.**
1 a supermarket
2 a school
3 a toy store
4 a cafe
5 a library
6 a swimming pool

**2 Read and count. Write questions and answers.**
1 What can you see?
I can see four milkshakes.
2 What can you see?
I can see two lamps.
3 What can you see?
I can see five flowers.
4 What can you see?
I can see three ladybugs.
5 What can you see?
I can see six pineapples.

# REVISION 3

## Vocabulary

**1 Look, read, and write.**
1 doctor
2 chef
3 firefighter
4 teacher
5 pilot
6 bus driver

**2 Look and write.**
1 library
2 cafe
3 swimming pool
4 bakery
5 toy store
6 restaurant
7 playground
8 school
9 bookstore
10 supermarket

## Grammar

**1 Look and read. Write questions and answers.**
1 Is she a baker? Yes, she is.
2 Is he a vet? Yes, he is.
3 Is she a soccer player? No, she isn't.
4 Is he a singer? Yes, he is.
5 Is she an astronaut? No, she isn't.

**2 Look and count. Write.**
1 I can see a cafe.
2 I can see a baker.
3 I can see nine pears.
4 I can see eight pineapples.
5 I can see a doctor.
6 I can see eight flowers.

# UNIT 7

## Lesson 1 Vocabulary

**1 Look, read, and match.**
1 small
2 big
3 short
4 tall
5 young
6 old

**2 Look, read, and write.**
1 short
2 tall
3 small
4 old
5 young
6 big

## Lesson 2 Grammar

**1 Look and read. Write *This* or *That*.**
1 That
2 That
3 This
4 This
5 That
6 This

**2 Order the words. Write. Then look and make a ✓ or an ✗.**
1 This ant is big. ✗
2 That dog is big. ✓
3 That chef is tall. ✗
4 This teacher is short. ✗

## Lesson 3 Story

**1 Look, read, and circle.**
1 heavy
2 light
3 dirty
4 clean

**2 Order the story. Choose and write.**
3 heavy, 4 clean, 2 dirty, 1 heavy

## Lesson 3 Everyday English

**1 Look, read, and write.**
1 Come on!
2 Wait for me!

**2 Look and read. Write I, you, or me.**
1 I
2 you
3 Me
4 I
5 you
6 you
7 me

## Lesson 4 CLIL

**1 Look, read, and match.**
centimeters
millimetres

**2 Look and write.**
1 120 mm long
2 7 cm long
3 3 mm long
4 16 cm long
5 40 mm long
6 13 cm long

## Review

**1 Unscramble the words. Look and write *Yes, it is* or *No, it isn't*.**
1 Is the hat big? Yes, it is.
2 Is the backpack light? No, it isn't.
3 Is the rock heavy? Yes, it is.
4 Is the spider small? No, it isn't.

**2 Look at activity 1. Write sentences. *Use This* and *That*.**
1 This butterfly is big. That butterfly is small.
2 This robot is tall. That robot is short.
3 This cat is old. That cat is young.

# UNIT 8

## Lesson 1 Vocabulary

**1 Look, read, and write.**
1 straight
2 dark
3 long
4 light
5 curly
6 short

**2 Look and read. Unscramble the words. Then write.**
1 curly
2 dark
3 light
4 long
5 straight

## Lesson 2 Grammar

**1 Look, read, and circle.**
1 doesn't have
2 has
3 has
4 doesn't have
5 has
6 doesn't have

**2 Look, read, and write.**
1 Daisy has long hair.
2 She doesn't have short hair.
3 Sebastian doesn't have straight hair.
4 He has curly hair.
5 Eva doesn't have dark hair.
6 She has light hair.

## Lesson 3 Story

**1 Look, read, and match.**
1 She has braces
2 He has glasses
3 She has freckles

**2 Look and read. Make a ✓ or an ✗. Then write.**
1 She has brown eyes. ✓ She has short hair. ✗ She has braces. ✓
2 He has dark hair. ✓ He has freckles. ✗ He has glasses ✓.
3 blue, short hair, freckles

## Lesson 3 Everyday English

**1 Look, read, and write.**
look great Thank

**2 Read and number.**
2 I'm fine, thank you. You look great!
3 Me too!
1 Great!

### Lesson 4 CLIL

**1 Unscramble the words. Write.**

1 photograph
2 mosaic
3 drawing
4 painting

**2 Look, read, and write. Use the words from activity 1.**

1 painting
2 mosaic
3 photograph
4 drawing

### Review

**1 Look, read, and write. Draw.**

1 short
2 dark
3 curly
4 freckles
5 braces
6 glasses

**2 Look, read, and write. Use *has* or *doesn't have*.**

1 He has braces.
2 She doesn't have glasses.
3 He doesn't have straight hair.
4 He has light hair.

## REVISION 4

### Vocabulary

**1 Look, read, and write.**

1 short
2 tall
3 clean
4 dirty
5 heavy
6 light

**2 Look and choose. Write.**

1 dark hair
2 light hair
3 curly hair
4 straight hair
5 long hair

### Grammar

**1 Look, read, and write. Use *This* or *That*.**

1 This sock is clean.
2 That clown is young.
3 That sandwich is big.
4 This nurse is tall.
5 This tree is big.

**2 Look and write. Draw.**

1 He has
2 He doesn't have
3 He has
4 She doesn't have
5 She has
6 She doesn't have

## HOLIDAYS

### St. Patrick's Day

**1 Find and circle four more words for St. Patrick's Day.**

shamrock, Ireland, parade, costumes, green

**2 Look and write. Use words from activity 1.**

1 shamrock
2 green costumes
3 Ireland
4 parade

**3 Answer the questions.**

1 shamrock
2 patron saint
3 March 17th
4 the USA
5 hats

**4 Write three things you know about St. Patrick's Day. Draw a picture.**

1 on March 17th
2 wear hats
3 [sample answer] I like the costumes

### Thanksgiving

**1 Circle the food for Thanksgiving.**

corn, sweet potatoes, turkey, pumpkin pie

**2 Look and write. Use words from activity 1.**

1 turkey
2 sweet potatoes
3 corn
4 pumpkin pie

**3 Read and circle.**

1 b 2 b 3 a 4 b 5 a

**4 Write a Holidays Fact File. Draw a picture.**

1 in November
2 have a meal
3 [sample answer] I'm with my family

## Notes